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ABSTRACT

The materials status report for Portuguese is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching the language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the instructor planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (Author/MSE)

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Language/Area Reference Center

Materials Status Report

PORTUGUESE

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Center for Applied Linguistics/LARC
Materials Status Reports
Materials Evaluations - Narrative

PORTUGUESE

Language, dialects, standards. Portuguese is the national and official language of both Portugal and Brazil. Within Portugal, it is generally agreed that there are two main dialects, the North and the South, and a third associated with the province of Beira. There are several lesser, regional dialects, all known to be mutually intelligible. The dialects of the island of Madeira and of the Azores, however, show more extreme variation.

Again, in Brazil, scholars refer to the two major dialect areas: the north and the south. The major subdivisions of the north are Amazonian and northeastern. In the south, there are four subdivisions: Bahian, Fluminense, Mineiro, and southern.

Portuguese is also found in various parts of Asia and Africa in the form of creole dialects, examples of which would include the dialects of Diu, Damao, and Goa in India, Macau in China, and the Cabo Verde archipelago, and the islands of Sao Tome and Principe in Africa.

While there are differences in the oral and written language of both countries, all the forms are standardized.

Writing system. Portuguese uses the roman alphabet in a system which has seen two major periods of reform: the 1943 standardizations, and the less far-reaching spelling reforms of 1971. This standardized system has been established with the cooperation of the governments of both Brazil and Portugal.

Production of the written language. Typewriters for Portuguese are readily available here in the United States, as is typesetting. Computer type fonts are also available.

Difficulty for English-speaking learners

Phonology: no tones. Those sounds which are different from English are /ɛ/, /ɔ/ for the vowels, and /š/, /ž/, /ŧ/, /n̂/, /r̂/, and /r/ for the consonants. Nasalization provides phonological difficulty for the English speaker, as do sounds which are phonemes in Portuguese and not in English.

Syntax: Portuguese is an SVO language. There is no difference in word order or clause structure from English.

Vocabulary: Cognates with all the romance languages, many with English.

Writing System: Roman alphabet, does not use w, y, and k, and uses several accent marks.

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Usable existing materials.

Basic: Abreu and Rameh, Portugues Contemporaneo, 1972.
Dias et al., Portugal; Lingua e Cultura, 1977.
Ellison et al., Modern Portuguese, 1971.
Leroy, Albuquerque and Schil, Portugues Para Principiantes, 1985.
Lima et al., Falando, Lendo, Escrevendo Portugues, 1981.
King and Suner, Para a Frente, 1981.

Advanced: Preto-Rodas and Hower, Carlos Drummond de Andrade, Quarenta Historinhas e Cinco Poemas, 1985.
, Cronicas Brasileiras: A Portuguese Reader, 1974.
Castagnaro, Vinte Contos Brasileiros, 1980.

Refresher-Maintenance: none

Reference: Camara, The Portuguese Language, 1972.
Ryan, Conjugacao dos Verbos em Portugues, 1984.
Nitti, 201 Portuguese Verbs, 1974.
[According to all the reviewers, there is no single, usable reference grammar on the market for any but the most basic level.]

Dictionaries: The New Appleton Dictionary of the English and Portuguese Languages, 1972.
Novo Michaelis, English-Portuguese, Portuguese-English, 1984.
Pequeno Michaelis, 1980.
Taylor, Portuguese-English Dictionary, 1970.

Electronic: none

Native speaker availability in the U.S. A large number of speakers, concentrated in New England, California, and New York. There are several people with linguistic training and degrees.

Existing programs, classes. Arizona State University, Ball State University, Boston Universityy, California State University-Dom Hills, Carleton, Central, Columbia, Cornell, Florida International University, Georgetown University, Harvard, Indiana, Iowa State, Herbert H. Lehman College, Louisiana State, McGill, Miami University, Michigan State, NYU, Norther Illinois, Northwestern, Ohio State, Princeton, Purdue, Rice, San Diego State, San Jose State, SUNY-Albany, Buffalo, Geneseo and Stony Brook; University of Arizona, UCLA, UCSD,

Existing programs, classes, cont.

UCB, UC-Santa Barbara, Santa Cruz; University of Chicago, University of Cincinnati, University of Colorado, University of Connecticut, University of Florida, University of Georgia, Hawaii-Manoa, Illinois-Chicago Circle, Illinois-Urbana, Iowa, Kansas, Michigan, Minnesota-Minneapolis, Missouri, New Hampshire, New Mexico, North Carolina, South Carolina, Texas-Austin, Utah, Virginia, Washington, Wisconsin-Madison, Wayne State University, and West Virginia.

Linguists, resources. There are many linguist resources in the U.S. The following is a list of only a few: Clea Rameh, Maria Abreu, Ricardo Paiva, Georgetown; Mary Schil, Severino Albuquerque, University of Wisconsin-Madison; Fred P. Ellison, University of Texas-Austin; A. Carlos Quicoli, UCLA; Wayne J. Redenbarger, Ohio State; Fred Clark, University of North Carolina; Ronald

Basic Level Teaching Materials

Abreu, Maria Isabel and Clea Rameh. Portugues Contemporaneo. Washington, DC: Georgetown University Press, 1966-67. [PC5073.A27] [2 v.]

Barker, John William. Teach Yourself Portuguese. Ed. and Rev. by L. Stringer. New York: D. McKay Co., for the English Universities Press, London, 1963. [PC5067.B34 1963] [190p]

daPrista, Alexander R. Say It in Portuguese: European Usage. New York, NY: Dover Publications, 1979. [PC5073.P7 1979] [203pp]

Dias, Eduardo Mayone, Thomas A. Lathrop and Joseph G. Rosa. Portugal; Lingua e Cultura. Rev. ed. Los Angeles, CA: Cabrilho Press, 1981. [PC5067.3.D5] [358pp]

Ellison, Fred P. et al. Modern Portuguese. New York, NY: Knopf, 1971. [PC5067.E6] [114pp]

Fernandez, Oscar. Living Portuguese: A Complete Language Course for South America. (Living Language Course Series) New York, NY: Crown Publishers, 1965. 2 v. Conversation Manual, 127p. Portuguese-English, English-Portuguese Common Usage Dictionary, 113p.

Gode, Alexander. Portuguese at Sight. New York: F. Ungar Pub. Co., 1962. [102p] [PC5069.G6 1962]

Hoge, Henry W. and Peter J. Lunardini. Oral Brazilian Portuguese. Milwaukee: University of Wisconsin, 1965. [PC5444.H6] [424p]

Inlingua. Portugues. Berne, Switzerland: The International Inlingua Schools of Language, 1978. [PC5074.5.I55 1978] [213pp, xvi]

King, Larry and Margarita Suner. Para a Frente! An Intermediate Course in Portuguese. Rev. ed. Los Angeles, CA: The Cabrilho Press, 1981.

Leroy, Calude E., Severino Albuquerque and Mary Schil. Portugues para Principiantes: Books I and II. Rev. ed. Madison, WI: University of Wisconsin, 1985.

Lima, Emma Eberlein O.F. and Samira Lunes. Falando, Lendo, Escrevendo Portugues Sao Paulo, Brazil: Editora Pedagogicke e Universitaria Ltda, 1981. [PC5074.5.L5 [xiii, 303pp]

Marchant, Mercedes. Portugues Para Estrangeiros. Rev. ed. Porto Alegre, Brazil: Livraria Sulina Editora, 1970. [PC5074.5.M28 1970] [279pp, 22pp]

Mickle, M.M. and Francisco da Costa. Say It in Portuguese. New York: Dover Publications, 1955. [PC5079.M5] [128p]

Basic Level Teaching Materials, cont.

Miller, Neil. Conversation in Portuguese: Points of Departure. East meadow, NY: Miller, 1977. [PC5073.M5] [106p]

Naar, Maria Emilia de Alvelos. Colloquial Portuguese. London: Routledge and K. Paul; New York, NY: Dover Publications, Inc., 1982. [PC5067.3.N3 1968] [viii, 184p]

Nitti, John J. 201 Portuguese Verbs fully conjugated in all the Tenses, alphabetically arranged. Woodbury, NY: Barron's Educational Series, Inc., 1974. [223p]

Oliveira Souza, Climerio de. A Manual of conversation, Portuguese-English, English-Portuguese. Sao paulo: Companhia Editora Nacional, 1950. [PC5073.05] [127p]

Pei, Mario Andrew. Getting Along in Portuguese. 1st ed. New York: Harper, 1958. [PC5073.P4] [238p]

Portuguese Headstart Program. 10 Modules. English-Portuguese/Portuguese-Englis Glossary, 50p. Monterey, CA: DLI, 1979.

Reno, Margarida, Vincenzo Cioffari, and Robert A. Hall, Jr. Spoken Portuguese, Book One. Ithaca, NY: Spoken Language Services, Inc., 1978. [viii, 218p]

Scanlon, Charles Lester and Melissa A. Cilley. First Portuguese Reader. New York: Oxford University Press, 1943. [157p] [PC5071.S3]

Ulsh, Jack Lee. Portuguese. Washington, DC: Foreign Service Institute, 1980-. Vol. I [PC5067.4.U47]

U.S. Army Language School. Portuguese Grammar. Monterey, CA: Portuguese Language Department, 1951. [PC5067.U46]

U.S. Army Language School. Portuguese Course. Monterey, CA: Portuguese Lang. Dept., 1952- [PC5067.U45]

U.S. Army Language School. Illustrated Material for Use in Free Conversation. 2nd ed. Presidio of Monterey, Army Language School, Portuguese Language Dept., 1958. [PC5073.U5 1953] [76p] 1958 [PC5073.U54] [76p]

U.S. Foreign Service Institute. Spoken Brazilian Portuguese: Basic Course, Units 1-18. Washington, DC: Dept. of State, 1966. [PC5442.U5] [1 v.]

Basic Level Teaching Materials, cont.

Williams, Edwin Bucher. Cortina's Conversational Brazilian-Portuguese. 3rd rev. ed. New york: R.D. Cortina Co.; exclusive dist. to the book trade: Garden City Books, Garden City, NY, 1977. [PC5444.W47 1977] [186p]

Willis, R. Clive. An Essential Course in Modern Portuguese. Rev. ed. London: Harrap, 1971. [PC5067.3.W5 1971] [523p]

Yazigi, Cezar. Brazilian Portuguese Conversation Course. New York: R.D. Corti 1975. [91p] [PC5067.3.Y39 1975]

II. Advanced Level Teaching Materials

Andrade, Carlos Drummond de. Quarenta Historinhas e Cinco Poemas. Edited by Richard A. Preto-Rodas and Alfred Hower. Gainesville, FL: University Presses of Florida, 1985. [not in LC]

Buisel, H. Portuguese Reader. 2nd ed. London: Percy Lund, Humphries and Co., Ltd., 1964. [PC 5069.B8 1964]

Castagnaro, R. Anthony (ed.). Vinte Contos Brasileiros. Washington, DC: Georgetown University Press, 1980.

Hower, Alfred and Richard A. Preto-Rodas. Cronicas Brasileiras: A Portuguese Reader. Gainesville, FL: University of Florida, 1974. [xiii, 224p]

Rossi, Pietro Carlo. Vida Brasileira; a Portuguese Reader about Brazil. New york: H. Holt, 1949. [PC5071.R6] [124p]

Refresher-Maintenance Materials

none

Reference Materials

Ashe, Rosalind and Albert Avigdor. The Brazilian Portuguese Frasograf. New York, NY: Frederick Ungar Publishing Co., 1944. [PC5444.A8] [200pp]

Camara, Joaquim Mattoso. The Portuguese Language. Chicago, IL: University of Chicago Press, 1972. [270p] [PC5043.C27]

Reference Materials, cont.

D'Eca, Raul. An Outline of Portuguese Grammar. New York: Barnes and Noble, Inc. 1947. [vi, 199p] [PC5067.D4]

da Prista, Alexander R. Essential Portuguese Grammar. New York: Dover Publications, 1966. [PC5067.3.P7] [114p]

Nitti, John J. 201 Portuguese Verbs Fully Conjugated in all Tenses. Woodbury, NY: Barron's Educational Services, Inc., 1974.

Riccio, Guy J. Introduction to Brazilian Portuguese: A Grammar and Conversation Text. Annapolis: US Naval Institute, 1957. [PC5444.R5] [299p]

Rossi, Pietro Carlo. Portuguese, the Language of Brazil. New York: H. Holt and Co., 1945. [PC5444.R6] [379p]

Ryan, Maria Aparecida. Conjugacao dos Verbos em Portugues. Sao Paulo: Editora Atica, 1984.

Sa Pereira, Maria de Lourdes. Brazilian Portuguese Grammar. Boston: D.C. Heath, 1948. [PC5444.S32] [403p]

Williams, Edwin Bucher. An Introductory Portuguese Grammar. New York: Dover Publications, 1976, ca. 1942. [PC5067.W5 1976] [168p]

Willis, R. Clive. An Essential Course in Modern Portuguese. Rev. ed. London: Harrap, 1971. [PC5067.3.W5 1971] [523p]

Wyatt, James Larkin. A Computer-Validated Portuguese-to-English Transformationa Grammar. The Hague: Mouton, 1972. [439p] [PC5061.W9]

Dictionaries

Ashe, Rosalind and Albert Avigdor. The Brazilian-Portuguese frasograf, English-Portuguese, a dictionary of phrases, idiomatic expressions and words most commonly used in everyday conversation. New York: Frederick Ungar Publishing Co., 1944. [PC5444.A8] [200p]

Chamberlain, Bobby J. A Dictionary of Informal Brazilian Portuguese. Washington, DC: Georgetown University Press, 1983. [701p] [PC 5446.C45 1983]

Dictionaries, cont.

Dicionario Ingles-Portugues Ilustrado. Vol. 1: Ingles-Portugues; Vol. 2: Portugues-Ingles. Vol. 3: Termos tecnicos, Verbos, expressoes idiomaticas. Sao Paulo: LISA-Livros Irradiantes, 1975. [PC5333.D54]

Ferreira, Julio Albino. Dicionario Ingles-Portugues. Porto: Editorial D. Barreira, 1978. [PC5333.F415 1978] [926, 863p]

Figueiredo, Antonio de and Jillian Norman. Portuguese Phrase book. Harmondsworth, England: Penguin, 1971. [PC5073.F47] [198p]

Houaiss, Antonio and Catherine B. Avery (eds.). The New Appleton Dictionary of the English and Portuguese Languages. Revised ed. Princeton, NJ: Prentice Hall 1972. [The New Barsa Dictionary of The English and Portuguese Languages. New York, NY: Appleton-Century-Crofts, 1967.]

Ingles-portugues e portugues-ingles. Porto: Porto Editora, 1960. [PC5333.I5] [2 v.]

Langenscheidt dicionario universal: ingles-portugues, portugues-ingles. rev. ed. Berlin: Langenscheidt 1984.

The New Michaelis Illustrated Dictionary. Vol. 1: English-Portuguese; Vol. 2: Portuguese-English. 37th ed. Sao Paulo: Edicoes Melhoramentos, 1984.

Dicionario Michaelis. Ingles-Portugues, Portugues-Ingles. Sao Paulo: Edicoes Melhoramentos, 1985.

Pequeno Dicionario Michaelis. Ingles-Portugues, Portugues-Ingles. Sao Paulo: Edicoes Melhoramentos, 1980.

Richardson, Elbert L (ed). et al. Modern Portuguese-English, English-Portuguese Dictionary. New York: McKay, 1943. [PC5333.R5 1943a] [347p]

Rosa, Ubiratan. Dicionario Ingles/Portugues, Portugues/Ingles. Sao Paulo: Hem 1982. [865p] [PC5333.R67 1982]

Taylor, James Lumpkin. A Portuguese-English Dictionary. Rev. with corrections and additions by the author and Priscilla Clark Martin. Stanford, CA: Stanford University Press, 1970, 1958. [PC5333.T3 1970] [655p]

Dictionaries, cont.

Terrell, Charles William. Dictionary of Commonest Phrases, ingles-portugues, portugues-ingles. Rio de Janeiro: Ed. de Ouro, 1967. [PC5073.T4 1967] [314p]

Vallandro, Lino. Dicionario Ingles-Portugues. Rio de Janeiro: Editora Globo, 1983. [xiii, 290p]

Electronic Materials

none

Materials Not Evaluated

Agard, Frederick Browning. Brazilian Portuguese from Thought to Word. Princeton: Princeton University Press, 1944. [PC5444.A35] [277p]

Alexander, L.G. Survive in Portuguese. Harlow, Essex, England: Longman, 1983. [313p] [PC5073.A43 1983]

Aliandro, Hygino. Compact Dictionary of the Portuguese and English Languages. New York: D. McKay Co., 1963. [PC5333.A595] [2 v.]

. Pocket Dictionary of the Portuguese and English Languages. Sao paulo: Editora McGraw-Hill do Brasil, 1972. [PC5333.A5955] [2 v.]

Berlitz Schools of Languages of America, Inc. The Berlitz Self-Teacher: Portuguese, by the staff of the Berlitz Schools of Languages, under the direction of Robert Strumpen-Darrie and Charles F. Berlitz. New York: Grosset and Dunlap, 1953. [PC5067.5.B45] [286p]

Botelho, Francis Martin. What You Want to Say and How to Say it in Portuguese. Philadelphia: Macrae-Emith Company, 1943. [PC5073.B6] [104p]

Castro de La Fayette, Levindo. New Dictionary of The Portuguese and English Languages. Rio de Janeiro/Paris: Livraria Garnier, 1931. [PC5333.C3 1931] [2 v.]

Coling, Joyce. Practical and Technical Suggestions in Portuguese. New York, NY: New York University Peace Corps Training Center, Brazil Program, 1964. [PC5073.C62] [21pp]

Materials Not Evaluated, cont.

Cruz, Daniel da. Portuguese Lessons for Beginners. Oxford, Ohio: Miami University, 1942. [PC5067.C8] [148p]

Czyzkowski, Henry. English-Portuguese and Portuguese-English Dictionary. Sao Paulo: Editora F.T.D., 1966. [PC5333.C9] [392p]

Dale, George Irving (ed.). Artigos e contos portugueses. New York: F.S. Crofts and Co., 1941. [PC5071.D3] [222p]

De Paula, Paulo and Haydee S. Magro. Leituras Brasileiras Contemporaneas. Washington, DC: Brazilian American Cultural Institute, 1970. [251p]

Dicionario Basico do Ingles Moderno. Sao Paulo, Brazil: Edicoes Melhoramentos, 1978. [856p] [PC5333.D53]

Dicionario da Lingua Portuguesa. Rev. and enl. by F.J. Da Silva Ramos, Octavio Augusto, Pereira de Queiroz, Edith Cardoso and Ubiratan Rosa. 16th ed. Sao Paulo, Brazil: Editora Lsp S.A., 1967. [PC5327.C37 1967] [1062pp]

Dunn, Joseph. A Grammar of The Portuguese Language. London: D. Nutt, 1930. [PC5067.D8 1930] [669p]

Elwes, Alfred. A Grammar of The Portuguese Language in a simple and practical form, with a course of exercises. 6th ed. London: C. Lockwood and Son, 1903. [PC5067.E6] [114p]

Ey, Louise. Portuguese Conversation-Grammar. Heidelberg: J. Groos; New York: Brentano's, 1912. [PC5067.E83] [457p]

Fernandez, Oscar. Common Usage Dictionary: Portuguese-English, English-Portuguese. New York: Crown Publishers, 1965. [113p] [PC5333.F35]

Grande dictionario portugues-ingles, ingles-portugues. Sao Paulo: Li-Bra, 1968. [PC5333.G7] [4 v.]

Hieble, Jacob. A Basic Portuguese-English and English-Portuguese Vocabulary, 4,700 words. Ithaca, NY: Thrift Press, 1948, 1947. [PC5333.H45] [47p]

Hill's Portuguese-English and English-Portuguese Vest-Pocket Dictionary and Self-Instructor, with conversations and idioms. Philadelphia: D. McKay, 19-. [PC5333.H5] [202p]

Materials Not Evaluated, cont.

Hills, Elijah Clarence. Portuguese Grammar. Rev. by L.G. Moffatt. Boston: D.C. Heatha nd Co., 1944. [PC5067.H5 1944] [352p]

Jong, Gerrit de, Filho. O nosso proprio livro de leitura. Provo, UT: Brigham Young University, 1960. [151p]

Kany, Charles Emil and Fidelino de Figueiredo. Elementary Portuguese Conversation. Boston, New York: D.C. Heath and Company, 1942. [PC5073.K3] [57p]

Kordgien, Gustav Carl. Portuguese Conversation-Grammar. Heidelberg: J. Groos; New York: Brentano's, 1902. [PC5067.K7] [359p]

Madrigal, Margarita. An Invitation to Portuguese. New York: Simon and Schuster, 1944. [PC5073.M3]

Magro, Haydee S. and Paulo DePaula. Portues: Conversacao e gramatica. Washington, DC: Brazilian American Cultural Institute, 1969. [PC5067.3.M35] [234p]

Moore, Ernest Richard. Basic Spoken Portuguese; a system of essential words and rules for learning Portuguese as spoken in Brazil. n.p.: Educational Services Center, Brazil, 1945. [PC5444.M6] 1 vol.

Neto, Francisco Q. and Tomas A. Salemo. Portuguese: An Audio-Lingual Course with Correlated Tapes. Brattleboro, VT: Experiment in International Living, 1968. [160p] [ED 080 003]

Oliveira Souza, Climerio de. It's Easy to Learn Portuguese. Rio de Janeiro: Alba, oficinas graficas, 1942. [PC5067.04] [180p]

Philbert, S.M. Portuguese for Foreigners (Portues para estrangeiros). Rio de Janeiro: Edicoes de ouro, 1969. [220p] [PC5067.P58]

Portuguese: A Guide to The Spoken Language. Washington, DC: Defense Language 966-71. 8 v. [ED 032 544 vol.1; 051 678, vol. 7; 002 562, vol. 8]

Silva e Castro, Guilherme de. A Vida nova: Livro de Leitura para Clases de Portugues de Nivel Medio. 5th ed. Phoenix, AZ: American Institute for Foreign Trade, 1965. [210p]

Thomas, Earl W. A Grammar of Spoken Brazilian Portuguese. Nashville: Vanderbilt University Press, 1974. [PC5444.T43] [179p]

. The Syntax of Spoken Brazilian Portuguese. Nashville: Vanderbilt University Press, 1969. [363p] [PC5444.T45]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Abreu, Maria Isabel and Clea Rameh.
Portugues Contemporaneo. Washington, D.C.:
Georgetown University Press, 1973.
(Paperbound, 2 volumes. Vol. 1, 256 pages.
Vol. 2, 346 pages).

Specific language/dialect taught: Portuguese (Brazilian).

Type of text: Basic Level Teaching Material.

Publication information: First published in 1966. Copy at CAL. 1985 price $10.95. (LC number PC 5067.U5).

Intended users: Students of intro-level Portuguese.

Format: Books (two volumes), with tapes.

Overall grammatical/pedagogical approach: Structural.

Presentation of language: standard orthography

Physical quality of book: Good; paperbound with glued binding.

Editorial quality of target language: excellent

Editorial quality of English: Excellent.

Overall organization of text:

The two volume set is divided into an introductory lesson and 42 lessons (22 in volume 1 and 20 in volume 2). Each of the lessons consists of the following parts: Dialogue, Notes (which provide "some insight into the culture of Brazil and of its set of values"), Pronunciation Practice, Introduction of Grammar Structure and Drills (substitution, answering questions orally in Portuguese, etc.).

The appendix on page 305 provides a list of irregularly conjugated verbs, and on page 311, a vocabulary list is included along with an index .

Vocabulary areas covered: General.

General comments:

CPT page label: PORABREA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Abrim a Rasmek
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: One of the four or six "most-used" basic courses in the U.S., this set is criticized, however, for being too lean, and badly in need of supplementation in its use. Needs revisions.

Evaluator: Rasmek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Abril e Raval
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓				✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Aireu & Ramos
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: _____

Evaluator: Ramos Date: 11/85

Y = yes; S = somewhat; N = no

Barker, John William. Teach Yourself Portuguese. Edited and Revised by Dorothy Atkinson. London: English Universities Press, Ltd.,1969. (Hardbound, 169 pages) .

Specific language/dialect taught: Portuguese.

Type of text: Basic Level Teaching Materials.

Publication information: First published 1945; fifth reprinting in London, 1969. (LC number PC5067.B34). Copy at Georgetown University Library.

Intended users: Introductory level students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: Traditional.

Presentation of language: standard orthography, before, however, the latest spelling conventions (1971).

Physical quality of book:

Editorial quality of target language: very good

Editorial quality of English: Excellent.

Overall organization of text:
The text is divided into four basic parts: The intoductory section includes the introduction, forwards, and guides to pronunciation, vowels and consonants. Part 1 includes 28 lessons, each introducing an element of basic Portuguese grammar, providing examples, "useful idioms", vocabulary, and exercises in translation. Part 2 includes more advanced reading passages, a bibliography, a table of verbs and a vocabulary list. Maps of Brazil and Portugal are also included.

Vocabulary areas covered: General.

General comments: Most of the book is geared towards continental Portuguese.

CPT page label: PORBARKA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Baker, Teach Yourself Portuguese
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: C. Ranck Date: 1/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Baker, Teach yourself
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese.
(lg)
Barker, Teach Yourself
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			✓
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: C. Parish Date: 11/85

Y = yes; S = somewhat; N = no

daPrista, Alexander R. Say it in Portuguese.
New York: Dover Publications, 1979.
(hardbound; 203 pages).

Specific language/dialect taught: Portuguese (Continental)

Type of text: Basic Level Teaching Materials.

Publication information: Published 1979. (LC number: PC 5073.P7). Copy at CAL.

Intended users: Travelers to Portugal; those desiring useful conversational phrases only.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography.

Physical quality of book: Good. Hardbound, with sewn-in signatures.

Editorial quality of target language: excellent

Editorial quality of English: Excellent.

Overall organization of text:
After a basic introduction and guide to pronunciation, the text presents useful words and phrases by subject (e.g., "Customs", "Parts of the Car", "Health and Illness",etc). Under each heading, a series of sentences are provided, along with pronunciation keys.

An extensive word index is provided from Portuguese to English on pages 161-196. An appendix of International Road signs is found on pages 198-203.

Vocabulary areas covered: All areas, specifically those useful to tourist conversation.

General comments:

CPT page label: PORPRISA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
de Brista, Say It ...
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Ramck Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
de Presta, Seja Bem...
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese (lg)
Da Pista, Say It... (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

Evaluator: Pamela Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
DLI, Headstart Program

Defense Language Institute. Portuguese Headstart Program. Monterey, CA: Defense Language Institute, Foreign Language Center, 1979.

Specific language/dialect taught: Portuguese, Continental

Type of text: basic level teaching material, intended for self-study

Publication information: first published 1979.

Intended users: English speakers

Format: 9 booklets (modules), one Portuguese-English, English-Portuguese glossary; tapes.

Overall grammatical/pedagogical approach:

Presentation of language: standard orthography

Physical quality of book: softbound, stapled modules

Editorial quality of target language: very good

Editorial quality of English: very good

Overall organization of text:

9 modules:

1. Cultural Notes: The Azores, Portugal
2. Getting to Know You
3. Numbers and money
4. Time Expressions and Dates
5. Getting About
6. At the Restaurant
7. On The Road
8. Finding a Home
9. A Medical Emergency
10. Portuguese-English, English-Portuguese Glossary

Lessons are generally arranged as follows: conversations in English, then Portuguese, exercises, keyed to tape (oral and written), useful expressions, and self-evaluation quizzes with key.

Vocabulary areas covered: communication and survival in newcomer situations.

General comments:

CPT page label: PORDLIA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
DLI Headstart Program
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓	✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The materials are for self-study, and booklets are guides through the 16 tapes. A useful course, used in the context for which it was designed; i.e., for acquainting DLI personnel in Portugal with vocabulary & expressions for basic communication.

Evaluator: C. Penich & others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Dias, Lingua e Cultura

Dias, Eduardo and Thomas A. Lathrop. Portugal; Lingua e Cultura. With Writing Manual. Rev. ed. Los Angeles, CA: Cabrilho Press, 1977. Writing Manual, 1978.

Specific language/dialect taught: Portuguese, Continental

Type of text: basic level teaching material

Publication information: 1985 price: $20.95; Writing Manual is $8.50.

Intended users: English speakers

Format: one book, with writing manual and tapes (Language Laboratory manual also available)

Overall grammatical/pedagogical approach: structural

Presentation of language: standard orthography

Physical quality of book: good quality hardbound; writing manual softbound.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xxii, 358pp]
Introduction to Portuguese: spelling, stress and the alphabet.
15 lessons arranged as follows:
1. summary of contents of lesson;
2. grammar presentation with numerous examples and drills;
3. dialogue with drills;
4. reading with practice drill;
5. suggested topics for conversation;
6. drills;
7. humorous anecdote.

Portuguese-English vocabulary.
Workbook: 252pp
Follows the order of the grammar and cultural sections of the textbook. 500 writing exercises plus quite a bit of new cultural information. Included as well are forms to fill out (applications, checks, letters), newspaper articles, ads, etc. Reviews after lessons 3,5,9, and 12.

Vocabulary areas covered: mainly communication and survival in newcomer situations; cultural.

General comments:

CPT page label: PORDIASA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Dias, Lathrop, Portugal... (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Generally considered the best available for teaching intensive Portuguese to English speakers

Evaluator: C. Resek & others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Dias, Lattes, Portugal...
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Dias, Lathrop, Portugal...
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: C. Rensch + others Date: 11/85

Y = yes; S = somewhat; N = no

Ellison, Fred P., Francisco Gomez de Mateos, et.al. Modern Portuguese (and Instructor's Manual). New York: A. Knopf, 1971.

Specific language/dialect taught: Portuguese.

Type of text: Basic Level Teaching Materials.

Publication information: First Edition 1971. Copy at CAL. 1985 price: $30.00. (LC number PC5067.3.E55).

Intended users: Beginning students and beginning teachers of Portuguese.

Format: Book, with instructor's manual, tapes and film strips.

Overall grammatical/pedagogical approach: Structural.

Presentation of language: standard orthography

Physical quality of book: Excellent. Large hardbound textbook with sturdy glued binding.

Editorial quality of target language: excellent

Editorial quality of English: Excellent.

Overall organization of text:
[590 pages. Instructor's Manual, 231 pages).

The instructional text's format is explained in detail in its introduction on page 3. Briefly, the format is as follows: (1) Dialogue, followed by Cultural Notes (in Portuguese in the later chapters XI to XX). (2) "Visualized Dialogue": shorter dialogue which corresponds to accompanying filmstrips and may either be substituted for the regular dialogue or used for enrichment purposes. (3) Vocabulary Substitution Drills. (4) Basic Structures. Explanation of basic grammatical structures to be combined with oral classroom repetition drills. (5) Pronunciation. Exercises provided for classroom and language lab use, as well as a spelling section with drills. (6) Questions and Individualized Review . The questions correspond to both the Main and the "Visualized" dialogues and encourage free response. The Individualized Review attempts to engage the student in semifree or free conversation.

A review quiz follows every 2-4 chapters, involving substitution drills and question/answer drills.

Appendices include Pronunciation Notes, Spelling, Structure Notes, Verb and Pronoun charts, a Portuguese to English vocabulary list, and an index.

Vocabulary areas covered: General.

General comments: Extensive, thorough teaching text.

CPT page label: PORELLIA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Ellison, Beginning Port.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Has a good set of tapes and workbook, plenty of structural drills. Unfortunately, it is available only in hard cover and is prohibitively expensive for the student.

Evaluator: Ramer Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Ellison, Beginning Port.
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Ellison, Beginning Portuguese.
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: One of the five most-used basic Portuguese courses in the U.S.

Evaluator: Pasch Date: 11/85

Y = yes; S = somewhat; N = no

Fernandez, Oscar. Living Language Conversation Manual: Portuguese.
New York: Crown Publications, 1965.
Paperbound; 127 pages.

Specific language/dialect taught: Portuguese (Brazilian and Continental).

Type of text: basic level teaching materials

Publication information: Published 1965. LC number: PC 5073.F4.

Intended users: Beginning students of Portuguese.

Format: Book with records.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book: Good.

Editorial quality of target language: good, but published before the most recent orthographic changes.

Editorial quality of English: Excellent.

Overall organization of text:

Following the Introduction on page 9, the instructions explain the usage of the recordings in correspondence with the lessons, and gives a brief explanation of differences between Brazilian and Continental Portuguese.

There are 40 lessons under the heading "Basic Portuguese Vocabulary and Grammar". Each lesson basically provides a list of vocabulary and useful phrases, followed by a vocabulary quiz.

Following lesson 40, on pages 91-122, is a summary of Portuguese grammar, with explanations of verb tenses and irregulars, etc. Finally, on pages 123-127, samples and rules for letter writing are given.

Vocabulary areas covered: General.

General comments:

AQE°nixa°bieàbR PORFERNA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Fernandez, Fixing Language
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Renee A Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese (lg)
Fernandez, Living Language (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Fernandez, Living Language
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Rausch Date: 11/85

Y = yes; S = somewhat; N = no

Gode, Alexander. Portuguese at Sight.
New York: Ungar Publishing Co.,1962.
Hardbound, 102 pages.

Specific language/dialect taught: Portuguese

Type of text: Basic Level Teaching Material.

Publication information: First published 1943. LC number PC 5069.G6.

Intended users: Beginning students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: (Roman Alphabet).

Physical quality of book: Good. Hardbound with sewn binding.

Editorial quality of target language: good

Editorial quality of English: Excellent.

Overall organization of text:
Pages 2-6 provide a pronunciation guide. Pages 8-80 provide sentences in Portuguese along with illustrations. There are no chapter divisions or English translations. Page 80 gives "grammatical notes" in charts. Pages 81-98 provide a glossary/index.

Vocabulary areas covered: General.

General comments:

CPT page label: PORGODEA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Code (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Patrick Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg.)
Code, Portuguese at Sight
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation			✓			
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Coda, Portuguese
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Ramah Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Hoge, Oral Braz. Port.

Hoge,Henry W. and Peter Luardini. Oral Brazilian Portuguese. Milwaukee, WI: University of Wisconsin, Milwaukee, 1968.

Specific language/dialect taught: Portuguese (Brazilian).

Type of text: Basic Level Teaching Material

Publication information: First published in 1963. Revised and copyrighted in 1968. (LC number PC5444.H6). Copy available at Georgetown Univ. Library.

Intended users: Beginning students wishing to attain "basic communication competency after a short period of intensive use."

Format: Book,with accompanying tapes.

Overall grammatical/pedagogical approach: Structural.

Presentation of language: standardized orthography

Physical quality of book:

Editorial quality of target language: very good, but published before the 1971 orthographic changes.

Editorial quality of English: Excellent.

Overall organization of text:

The text includes a Preface, Introduction, and four introductory lessons dealing with pronunciation, basic vocabulary, cardinal numbers, etc.

Pages 41-441 provide the 18 teaching lessons, each dealing with two to five points of grammar. Using the audio-lingual method, a dialogue is provided along with repetition, substitution and question/answer drills.

Appendices include a Portuguese verb table and a Portuguese to English vocabulary list.

Vocabulary areas covered: General.

General comments:

CPT page label: PORHOGEA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Hoge, Oral Brazilian
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: C. Rameh Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Hoge, Oral Brazilian
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓		✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese-
(lg)
Hagl, Oral Brazilian
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: C. Rasch Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Inlingua, Portugues

Inlingua. Portugues. Berne, Switzerland: The International Inlingua School of Languages, 1978. (Hardbound, 213 pages).

Specific language/dialect taught: Portuguese.

Type of text: Basic Level Teaching Material

Publication information: First Edition 1978. (LC number: PC 5074.5.L5).

Intended users: Beginning students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: Structural.

Presentation of language: standard orthography

Physical quality of book: Excellent. Hardbound with glued binding.

Editorial quality of target language: very good

Editorial quality of English: No English used in text.

Overall organization of text:
The text is divided into 50 lessons. Each introduces an aspect of Portuguese grammar, in Portuguese, with the aid of illustrations. The text depends on Inlingua-method classroom instruction to supplement the exercises presented in the text.

Vocabulary areas covered: general.

General comments: Part of a larger language training program, the text is of little use on its own.

CPT page label: PORINLIA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
~~Portuguese~~ Language Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Ramek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Bilingual Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation		✓				
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
In Lingua Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Parker Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
King, Para a Frente

King, Larry D. and Margarita Suner.
Para a Frente. Rev. ed. Los Angeles,
CA: Cabrilho Press, 1981.

Specific language/dialect taught: Portuguese, Brazilian stressed

Type of text: Basic level teaching material

Publication information: 1985 price: $18.95.

Intended users: English speakers

Format: one book

Overall grammatical/pedagogical approach: structural

Presentation of language: standard orthography

Physical quality of book: good quality softbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xii, 326pp]
12 units, each arranged as follows:
1. summary table of grammatical forms and/or patterns of language;
2. useful vocabulary to specific topic of unit;
3. dialogue;
4. grammar presentation;
5. exercises; self-help drills;
6. oral exercises;
7. readings;
8. written exercises;
9. themes for class discussion, debate, reports or composistions.

Portuguese-English glossary.
illustrations

Vocabulary areas covered: mainly communication and survival in newcomer situations; cultural.

General comments:

CPT page label: PORKINGA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
King, Para a Frente (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Intended as intermediate level, but goes too slowly through the basics for 2nd-year-level students. There are excellent structure drills, but not enough of them. Nonetheless, it's a very usable book at basic level.

Evaluator: C. Rausch and others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
King, Para a Frente
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
King, Para a Frente
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓	✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: While there are plenty of reading selections, many of these are dull.

Evaluator: C. Rench and others Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Leroy et al., Para Principiantes

Leroy, Calude, Mary Schil and Severino Albuquerque. Portugues Para Principiantes. Rev. ed. Madison, WI: University of Wisconsin, 1985.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: basic level teaching material

Publication information: presently an in-house publication, but available on request from the University of Wisconsin, Department of Portuguese.

Intended users: English speakers

Format: two books, tapes forthcoming in 1986

Overall grammatical/pedagogical approach: structural

Presentation of language: standard orthography

Physical quality of book: two softbound volumes

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[212pp, 201pp]
Several lessons dedicated to phonology.
Each lesson arranged as follows:
1. vocabulary
2. dialogue
3. grammar presentation with numerous examples
4. Portuguese-English vocabulary
5. verbs and expressions
6. exercises, structural drills

Each book has Portuguese-English, English-Portuguese glossaries.

Vocabulary areas covered: cultural; literary; practical situational

General comments:

CPT page label: PORLEROA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Leroy, Albuquerque, Schl, .. Para Principiantes
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Of all the university-produced basic courses, this is the only one to have undergone revision so recently. In revised form, not yet readily available.

Evaluator: C. Perrelli & others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Leroy, Schil, Albuquerque, ... Para Principiantes
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)

(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Plenty of structure drills. Tapes are being made, and with those, it will be a good solid introductory course. Not requiring a lot of handouts and extras.

Evaluator: C. Ramey & others Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Lima, Falando...

Lima, Emma Eberlein O.F., and Samira Lunes. Falando, Lendo, Escrivendo Portugues: Un Curso Para Estrangeiros. Sao Paulo: Editora Pedagogica e Universitaria Limitada, 1981.

Specific language/dialect taught: Portuguese

Type of text: Basic Level teaching Material

Publication information: Published 1981, Sao Paulo. (LC number PC5074.5.L5)

Intended users:Non-native beginning students of Portuguese (not necessarily English speakers).

Format: Book, with accompanying tapes.

Overall grammatical/pedagogical approach: Structural.

Presentation of language: standard orthography

Physical quality of book: good quality softbound

Editorial quality of target language: excellent

Editorial quality of English: No English used in the text.

Overall organization of text:

The text consists of 18 chapters, each including a dialogue, an introduction of one or several points of grammar, and substitution and question/ answer drills (all in Portuguese). Each chapter also includes a short narrative passage, followed by sentence completion drills and dictation (sentences for written dictation are provided either by tapes or by the instructor). Sentences used in dictation are provided for student proofreading on pages 262-263

Appendices include tables for articles, pronouns, and verbs. An index of words used in the text is found on pages 286-303 (without translations).

Vocabulary areas covered: General.

General comments: Student must have either some knowledge of Portuguese or an instructor who can explain grammar rules in English, since there is no translation to English in the text. Otherwise, the lessons are easy to follow.

CPT page label: PORLIMAA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Lima, et al
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: One of the five or six best basic courses available. It is widely used, but generally criticized for its lack of organization and review. The quality of the Portuguese taught, however, is excellent, described by one reviewer as "exacting, real Portuguese."

Evaluator: C. Rasch and others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese (lg)
Lima et al (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓		✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Lima et al
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: Quite good, in general. There is enough material for 2 semesters of Basic Portuguese, but one would have to introduce a lot of other things to the student to supplement this text.

Evaluator: C. Rasch Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Marchant, for Foreigners

Marchant, Mercedes. Portugues Para Estrangeiros. 6th Rev. Ed. Porto Alegre, Brazil: Livraria Sulina Editora, 1970. (paperbound, 279pp.)

Specific language/dialect taught: Portuguese

Type of text: Basic Level Teaching Material

Publication information: Out of print. First published 1954. (LC number: PC 5074.5.M28).

Intended users: Beginning level students of Portuguese; knowledge of English not essential for use of text.

Format: Book

Overall grammatical/pedagogical approach: Structural

Presentation of language: standard orthography

Physical quality of book: Excellent. Paperbound, glued binding.

Editorial quality of target language: good, but orthography is old.

Editorial quality of English: No English used in text.

Overall organization of text:

The text is divided into 21 lessons and 20 readings, each being presented alternatively. Explanations of grammar points are provided in Portuguese. Each "lesson" is followed by exercises including substitution drills, question/answer drills, and completions. Five review lessons.

Pages 229-279 provide appendices in the following areas: popular sayings and phrases, verbs, numbers, units of measure, geographical locations, and abbreviations. Verb conjugation tables are also included.

Vocabulary areas covered: general

General comments: For the English-speaking, beginning-level student of Portuguese, this text requires the assistance of an English-speaking instructor (since all of the explanations in the text are in Portuguese).

CPT page label: PORMARCA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Manchest., for Foreigners
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	• ✓		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The materials are intended for any non-Portuguese-speaking students and as such, are useless in addressing the special needs of English speakers. No glossary. no attention paid to phonological difficulties for the English speaker.

Evaluator: Clea Rameh and others Date: 12/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Marchant
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Marchant, for Foreigners
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any? no users in U.S.			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		.	✓
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: orthography is old.

Evaluator: C. Rivera Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Mickle, Say it in Port.

Mickle, M.M. and Francisco DaCosta,
Say it in Portuguese. New York:Dover
Publications, 1955. Paperbound, 127 pages.

Specific language/dialect taught: Portuguese.

Type of text: Basic Level Teaching Material

Publication information: Published 1955. LC number: PC 5079. M5.

Intended users: Beginning students of Portuguese.

Format: Book

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book: Fair. Paperback; glued binding.

Editorial quality of target language: good, but before the 1971 orthographic changes.

Editorial quality of English: Excellent.

Overall organization of text:
The text provides lists of useful phrases to the traveller, divided into subject categories (e.g., "food and drink", "lodging", "at the customs", etc.).
An index follows, with cross references between commonly needed words and the pages on which they are found.

Vocabulary areas covered: Emphasis on phrases and words useful to the tourist.

General comments:

CPT page label: PORMICKA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Michle, Say It in Port.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Clea Rosch Date: 4/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Michèle, Say It ...
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese. (lg)
Muchas, Say It... (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Ramek Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Miller, Conv. Port.

Miller, Neil. Conversation in Portuguese: Points of Departure. East Meadow, NY: Miller, 1977. (Paperbound; 106 pages).

Specific language/dialect taught: Portuguese

Type of text: basic level teaching material

Publication information: Single publication, 1977. (LC number: PC 5073.M5).

Intended users: Beginning and Intermediate students of Portuguese, as a supplementary text.

Format: Book

Overall grammatical/pedagogical approach: none

Presentation of language: standard orthography

Physical quality of book: Good. Typed, dissertation-like copy. Sewn.

Editorial quality of target language: good

Editorial quality of English: Excellent.

Overall organization of text:
47 lessons, each with an illustration, a Portuguese-English vocabulary list, and a series of questions pertaining to the drawing. Pages 98-106 provide a list of verbs and their conjugations. The lessons are interchangeable and maintain the same degree of difficulty throughout the text.

Vocabulary areas covered: general.

General comments: A good supplementary text for providing basic conversation topics.

CPT page label: PORMILLA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Miles, Conversation
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Usable as supplementary material to a more thorough course only.

Evaluator: Pasek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese.
(lg)
Miller, Conversation
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation			✓			
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Mulka, Curso Portuguese
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

Evaluator: Parish Date: 11/85

Y = yes; S = somewhat; N = no

Naar, Maria Emilia de Alvelos. Colloquial Portuguese. London: Routledge and Kegan Paul, 1968 and New York: Dover Publications, Inc. 1972. (Paperbound, 184 pages).

Specific language/dialect taught: Portuguese (stressing Continental).

Type of text: Basic Level Teaching Materials.

Publication information: Most recently published in New York in 1982 by Dover Publications. (LC number PC 5067.3.N3). 1985 price $7.95. Copy at CAL.

Intended users: English speakers

Format: Book. Optional tapes available.

Overall grammatical/pedagogical approach: Traditional.

Presentation of language: standard orthography

Physical quality of book: Excellent; sewn in signature binding with new, very readable paper.

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
The text is divided into three principal sections: (1) Grammar, (2) Dialogues and Reading Practice, and (3) Phrase Book. Each of the three sections appears in each of the 12 chapters. Two appendices follow; one deals with idiomatic expressions and the other with regular and irregular verbs. A glossary is also included at the end opf the text.

Vocabulary areas covered: General.

General comments: A simple, very readable teaching text which is useful for self tutoring, but not comprehensive.

CPT page label: PORNAARA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Nagr. Colloquial Port
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Latest spelling changes not incorporated.

Evaluator: C. Rameh Date: Nov, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese.
(lg)
Nagle, Colleg. Portug.
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓		✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓		✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Basic College Port.
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: Rozek Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
NYU, Collection

New York University, Department of Slavic and Romance Languages, Collection of Materials in Portuguese. New York: New York University, no date. (various pagings).

Specific language/dialect taught: Portuguese.

Type of text: basic level teaching materials

Publication information: none given. (LC number PC5071.N48)

Intended users: Beginning to intermediate students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book: Typewritten, dissertation quality.

Editorial quality of target language: very good

Editorial quality of English: Excellent.

Overall organization of text:
A series of passages and short stories, approximately ½ to three pages long. Each is followed by a thorough vocabulary list for reference.
These passages are followed by a guide to (Brazilian) pronunciation, lists of days of the week, months, and the cardinal numbers. A number of Portuguese and Brazilian songs and poems are also included.

Vocabulary areas covered: General.

General comments:

CPT page label: PORNYUNA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Reader (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Ramer Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
NYU Reader
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓		✓		
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓		✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
AVV, Reader
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Russell Date: 11/85

Y = yes; S = somewhat; N = no

Oliveira Souza, Climerio de. A Manual of Conversation: Portuguese-English/English-Portuguese. Sao Paulo: Companhia Editora Nacional, 1950. (127 pages).

Specific language/dialect taught: Portuguese (Brazilian)

Type of text: basic level teaching materials

Publication information: Published 1950. Out of Print. (LC number PC 5073.05).

Intended users: Beginning conversants of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: None

Presentation of language: standard orthography

Physical quality of book: Poor; pages are fragile and disintegrating.

Editorial quality of target language: fair

Editorial quality of English: Fair. Literal translations from Portuguese into English.

Overall organization of text:
The text is merely a series of dialogues, each incorporating a different set of "useful" vocabulary (e.g., a dialogue may take place at the airport so that words and phrases involving travel may be included). Each dialogue is written in both Portuguese and in English. There is no Table of Contents, Index, or other reference guide.

Vocabulary areas covered: General.

General comments:

CPT page label: POROLIVA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Oliveira, Conv. Manual
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓ ✓ ✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Doesn't observe latest spelling changes. Somewhat useful for the materials developer.

Evaluator: Resch Date: 11/85

Pei, Mario Andrew. Getting Along in Portuguese.
New York: Harper, 1958. (Hardbound, 238 pages).

Specific language/dialect taught: Portuguese.

Type of text: Basic Level Teaching Material.

Publication information: Published 1958.

Intended users: Tourists.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book: Good.

Editorial quality of target language: good, published long before the 1971 spelling changes.

Editorial quality of English: Excellent.

Overall organization of text:

The text is divided into five main sections. Section 1, "The Portuguese Language", basically describes the usage of the language and gives its origins, relationship to Spanish, etc.

Section 2, "Phrases", provides useful vocabulary and phrases listed under 24 headings divided by subject (e.g. passport, shopping, numerals, etc.).

Section 3 provides a grammatical outline, with a review of spelling and pronunciation along with a brief grammatical survey.

Sections 4 and 5 provide Vocabulary lists; the former from English to Portuguese and the latter from Portuguese to English.

Vocabulary areas covered: General-of interest to tourists.

General comments:

CPT page label: PORPEIMA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Pei, Getting along
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	*	*	—	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Useful as a reference for materials developers only. Latest spelling reforms not observed.

Evaluator: C. Rauch Date: Nov. 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Playette Co., Port

Portuguese: A Conversational Course.
Great Neck, NY: Playette Co., 1980.
(Paperbound, 119 pages).

Specific language/dialect taught: Portuguese.

Type of text: Specialized Pedagogical Materials.

Publication information: Published 1980. Copy at CAL. 1985 price: $8.25.

Intended users: Beginning students of Portuguese.

Format: Book with accompanying records.

Overall grammatical/pedagogical approach: Eclectic; uses traditional approach to grammar but provides dialogues, and recorded instruction as well.

Presentation of language: standard orthography

Physical quality of book: Fair; paperbound with glued binding.

Editorial quality of target language: good

Editorial quality of English: Excellent.

Overall organization of text:
The text is divided into 24 lessons, each with an accompanying tape or record. Each lesson contains a dialogue, and two to three points in grammar or pronunciation. A vocabulary list is provided as well as a set of questions and written exercises. A Portuguese-English glossary is provided at the end of the book.

Vocabulary areas covered: General.

General comments: Not useful without the accompanying audio tools.

CPT page label: PORPLAYA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Conversational Course (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Continental
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Lessons are very bare, would need a great deal of fleshing out to be useful. There is for better materials for teaching Continental Portuguese to the English speaker.

Evaluator: Barnes Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese (lg)
Conversational Course (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓		✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Conversational Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: Rosa Date: 11/85

Y = yes; S = somewhat; N = no

Reno, Margarida F., Vincenzo Cioffari and Robert Hall, Jr. Spoken Portuguese. Ithaca, NY: Spoken Language Services, Inc., 1978.

Specific language/dialect taught: Portuguese

Type of text: Basic Level Teaching Materials.

Publication information: First published in 1944 by LSA; reprinted in 1978. Copy at CAL. 1985 price: $8.00 for two volumes.

Intended users: Beginning students of Portuguese.

Format: Book (two volumes) with optional tapes.

Overall grammatical/pedagogical approach: Structural.

Presentation of language: standard orthography

Physical quality of book: Fair; paperbound, glued binding.

Editorial quality of target language: good, latest spelling changes not incorporated.

Editorial quality of English: Excellent.

Overall organization of text:

The text is divided into two volumes, and divided into 30 teaching units. Units 1-12 are found in volume 1, and lessons 13-30 are in volume 2.

Each lesson or unit is divided into separate sections. The first section, A, Basic Sentences is translated into English, Portuguese (conventional spelling), and also into a "listening aid" spelling which denotes pronunciation. Basic Sentences are followed by Hints on Pronunciation. Section B is a word study and a review of the Basic Sentences. Section C provides further review, and section D contains listening exercises (to be completed with the aid of tapes). Section E covers conversation, including translations from English to Portuguese, and section F provides a vocabulary list for the unit. On page 449 in volume 2, additional vocabulary is provided and translated into English. A grammatical appendix, including a list of irregular verbs, appears on page 459. Pages 475-512 offers a vocabulary list both from Portuguese to English and vice-versa.

Vocabulary areas covered: General.

General comments:

CPT page label: PORRENOA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Portuguese
(text) Reav. Spoken Port.

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			latest spelling changes not included.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: C. Revel Date: Nov, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Rezo, Spoken Port.
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Zero, Spoken Port.
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: C. Rosch Date: 11/85

Y = yes; S = somewhat; N = no

Riccio, Guy J. Introduction to Brazilian Portuguese: A Grammar and Conversation Text. Annapolis, MD: U.S. Naval Academy, 1964.

Specific language/dialect taught: Portuguese (Brazilian)

Type of text: Basic level teaching material

Publication information: Available at Georgetown Univ. Library.
LC number: PC5444.R5.

Intended users: Beginning students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: Both Audio-Lingual and Traditional (in the explanation of grammar).

Presentation of language: standard orthography

Physical quality of book:

Editorial quality of target language: very good, but not incorporating the most recent spelling changes (1971).

Editorial quality of English: Excellent.

Overall organization of text:
The text is divided into an introduction, 26 teaching units, a Portuguese to English and English to Portuguese vocabulary list, and an index. Five review units are interspersed throughout the teaching units.

Each of the 25 lessons is divided into the following subsections: Reading Selection, Vocabulary, Grammar, and Drill Exercises (sentences to be translated into Portuguese, oral drills on grammar, original expression in sentences, and review questions and answers over the reading material).

The author maintains in the introduction that with proper native speaker instruction, the text may be used succesfully with only two class hours of instruction per week.

Vocabulary areas covered: General.

General comments:

CPT page label: PORRICCA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Riccio, Grammar/Basic
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken? *	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: C. Rench Date: 11/25/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Ricks, Glam
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

n/a

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese (lg)
Ricks, Grammar/Basic (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	?		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: C Rauch Date: 11/85

Y = yes; S = somewhat; N = no

Scanlon, Charles L. and Melissa C. Cilley. First Portuguese Reader. New York, NY: Oxford University Press, 1943.

Specific language/dialect taught: Portuguese

Type of text: basic level teaching material

Publication information: [PC5071.S3] Library of Congress, Georgetown University call nos.

Intended users: beginning students, having one month of instruction in the language.

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: standard orthography

Physical quality of book:

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:
Part I consists of a series of 20 passages followed by exercises on various aspects of grammar and verb conjugations, substitution drills, cognates, and questions in Portuguese on the reading.

Part II includes lessons 21-33, which are simply passages written by well-known Braziliahn or Portuguese writers as well as by the authors themselves.

Vocabulary areas covered: widely-varied

General Comments:

CPT page label: PORSCANA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Scala Nova, 1st Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: C. Rensch Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Season; First Reader
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓		✓	
Development of appropriate range of vocabulary		✓		✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Scanlon, Reader
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: C. Rosek Date: 11/85

Y = yes; S = somewhat; N = no

Ulsh, Jack Lee. Portuguese. Washington, D.C.: Foreign Service Institute, 1980. Volume 1, Revised Ed. (Paperbound, 783 pages).

Specific language/dialect taught: Portuguese (Brazilian)

Type of text: Basic Level Teaching Material

Publication information: First published 1974; revised 1980. 1985 price: $7.75. (LC number: PC5067.4.U47).

Intended users: Beginning students of Portuguese.

Format: Book with tapes.

Overall grammatical/pedagogical approach: Structural.

Presentation of language: standard orthography

Physical quality of book: Excellent; paperbound with a sturdy glued binding.

Editorial quality of target language: Excellent

Editorial quality of English: Excellent.

Overall organization of text:

Volume 1 is divided into 25 units, each of which is divided into teaching sub-units. The sub-units are the same for each chapter. They are denoted as follows: "Programming"(in which new forms and words are introduced); "Dialog", "expansion exercises" and (occasionally) "translations", "comprehension exercises", and "exchanges".

Unit 25 is a review lesson. Following Unit 25 on page 633 is a Portuguese-English vocabulary list. On page 641, an index of the grammatical and topical features covered in the text is provided. Finally, on pages 647-738, an instructor's guide to accompanying recordings is given.

Vocabulary areas covered: general.

General comments: An extensive text with an ample number of drills and exercises.

CPT page label: PORULSHA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Ulsh, FSI
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Relies on Brazilian Portuguese but includes mechanisms for the inclusion of European + African Portuguese as well.

Evaluator: Reed Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese (lg)
Welsh, FSI Basic (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
PSI, Basic Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: _____

Evaluator: Ramah Date: 11/85

Y = yes; S = somewhat; N = no

U.S. Army Language School. Portuguese Course. Monterey, CA: Portuguese Language Dept., U.S. Army Language School, 1952. 5 vols.

Specific language/dialect taught: Portuguese.

Type of text: Basic Level Teaching Material.

Publication information: Published 1952. 5 volumes. LC number PC 5067.U45.

Intended users: Beginning students of Portuguese.

Format: Books (5 volumes).

Overall grammatical/pedagogical approach: Audio-lingual.

Presentation of language: standard orthography

Physical quality of book: Good.

Editorial quality of target language: good, but published long before the most recent spelling changes (1971).

Editorial quality of English: Excellent.

Overall organization of text:

A 5 volume set. Volumes 1-4 hold the 40 teaching lessons; volume 5 is a reference manual. Each teaching lesson is made up of the following: (1) dialogue, (2) Grammar notes, (3) Grammar drills, (4) Reading in Portuguese, (5) Translation, (6) exercises for Oral-Aural drills, (7) colloquial and idiomatic expressions and (8) vocabulary.

Volume 5 provides listings from Portuguese to English for idiomatic expressions and the consolidated vocabulary of volumes 1-4. It also provides a reference source for reflexive verbs, irregular verbs, and compound conjunctions. Further, it lists the names of countries and nationalities, continents, and the states of Brazil in Portuguese.

Vocabulary areas covered: General.

General comments:

CPT page label: PORUSARB1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
US ALS
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Ramek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
UC ALS
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	•					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					•	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)

(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: _____

Evaluator: Ranck Date: 11/85

Y = yes; S = somewhat; N = no

U.S. Army Language School. Portuguese: Illustrated Material for Use in Free Conversation. Presidio of Monterey, CA: Army Language School, 1958. (Paperbound, 76 pages).

Specific language/dialect taught: Portuguese.

Type of text: basic level teaching material

Publication information: First published in 1953; reprinted in 1958. (LC number: PC 5073.U54).

Intended users: Beginning students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book: Poor. Old, stapled-together typed pages.

Editorial quality of target language: excellent

Editorial quality of English: No English used in text.

Overall organization of text:
The text is divided into 29 lessons. Each lesson has one page of questions (in Portuguese) which refers to an accompanying illustration or set of illustrations on the opposing page. The questions are intended to provide a basis for free response and thus develop conversational fluency.

Vocabulary areas covered: General.

General comments:

CPT page label: PORUSARA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
USAID, Conversation
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Ramek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
VSAS
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation			✓			
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
VS ALS
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Parker Date: 11/85

Y = yes; S = somewhat; N = no

Portuguese
U.S. Army, Port. Grammar

U.S. Army Language School, Portuguese Grammar. Monterey, CA: U.S. Army Language School, 1951. (Paperbound; 2 volumes, 442 pages).

Specific language/dialect taught: Portuguese.

Type of text: Basic Level Teaching Material.

Publication information: Published 1951. 2 volumes (LC number: PC 5067. U46)

Intended users: Beginning students of Portuguese.

Format: Books (2 volumes).

Overall grammatical/pedagogical approach: Audio-Lingual.

Presentation of language: standard orthography

Physical quality of book: Poor (paperbound; pages beginning to yellow. Some pages are missing).

Editorial quality of target language: very good, but published before the 1971 spelling changes.

Editorial quality of English: Excellent.

Overall organization of text:

The text is divided into 11 lessons, each set up in the following manner (with a few variations): 6 parts in the following order -- (1) dialogue, (2) grammatical analysis, (3) grammatical exercises, (4) translational exercises, (5) exercises for oral/aural drill and (6) vocabulary.

Lessons I-IV are found in volume 1; the remaining five lessons are found in volume 2. There is no glossary or index following the final lesson.

Vocabulary areas covered: General.

General comments: Explanations in English.

CPT page label: PORUSARC1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1935
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Us Aks
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Explanations in English

Evaluator: Daniel Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese (lg)
US ALS (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
US ALS
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Ramos Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
FSI, Spoken Braz. Port.

U.S. Foreign Service Institute. Spoken Brazilian Portuguese. Basic Course: Units 1-18. Washington, D.C.: Dept. of State, 1966.

Specific language/dialect taught: Portuguese (Brazilian).

Type of text: Basic Level Teaching Material.

Publication information: Published in 1966. Paperbound. LC number: PC5442.U5.

Intended users: Beginning students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: Somewhat Traditional in approach, though not entirely.

Presentation of language: standard orthography

Physical quality of book: Very Good.

Editorial quality of target language: very good

Editorial quality of English: Excellent.

Overall organization of text:

The text starts immediately after the title page, with no introduction, preface nor table of contents. Pages are not numbered. There are 18 "units" in the book, each subdivided into different lessons. Each lesson is in turn divided into more specific points, creating an outline format. Thus, "1.1" is Basic Sentences, "1.11" is Useful Phrases, and "1.11.1" is Greetings.

Grammatical points are introduced in Unit 2.

In later units, sentences in English and Portuguese are provided, and it is assumed that the student must cover up one list of sentences and translate the other list. Grammatical points are explained in the traditional manner.

There is no glossary or index at the end of the text.

Vocabulary areas covered: General.

General comments:

CPT page label: PORUSFSA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
FSI, Spoken Brazilian
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context ✓

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: 1971 spelling changes not incorporated.

Evaluator: C. Rameh Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese (lg)
FSI, Spoken Brazilian (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
ESL, Spoken Brazilian
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: _____

Evaluator: C Baxter Date: 11/85

Y = yes; S = somewhat; N = no

Williams, Edwin Bucher, and Marialice Pessoa.
Cortina's Conversational Brazilian-Portuguese.
3rd Revised Ed. New York: R.D. Cortina Co., Inc.
1977. (Hardbound, 186 pages).

Specific language/dialect taught: Portuguese (Brazilian)

Type of text: Basic level teaching material

Publication information: Published in 1947; revised 1960, 1962, and 1977. (LC number: PC 5444.W47).

Intended users: Beginning students; for conversational use only.

Format: Book.

Overall grammatical/pedagogical approach: none.

Presentation of language: standard orthography

Physical quality of book: Good; Hardbound, sewn-in signatures.

Editorial quality of target language: good

Editorial quality of English: Excellent.

Overall organization of text:
The text is divided into 14 chapters. Each lesson focuses on a particular subject, (e.g. "eating and drinking" or "days of the week") and a particular point of grammar. Sentences and dialogues are given with English translations, followed by oral question/answer exercises. No grammar explanations are given in the chapters themselves; however, a traditional explanation of grammar rules is provided after the conclusion of chapter 14 on pages 133-166.

Vocabulary areas covered: general.

General comments:

CPT page label: PORWILLA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Williams, Conv. Brazilian
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Could successfully supplement a more complete basic treatment.

Evaluator: Daniels Date: 4/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(language) Portuguese
(text) Williams, Cotinas Conv. Brazilian

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Portuguese
(lg)
Williams, Cortina's Brazilian
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Ramsey Date: 11/85

Y = yes; S = somewhat; N = no

Willis, R. Clive, An Essential Course in Modern Portuguese. London: Harrap and Co., 1978. (Hardbound, 523 pages).

Specific language/dialect taught: Portuguese

Type of text: Basic Level Teaching Material.

Publication information: First published in 1965. (LC number PC 5067.3.W5) Copy available at Georgetown University Library.

Intended users: Beginning students "with no previous knowledge of the language."

Format: Book.

Overall grammatical/pedagogical approach: Traditional.

Presentation of language: standard orthography

Physical quality of book:

Editorial quality of target language: very good

Editorial quality of English: Excellent.

Overall organization of text:

An introducion to the text provides a guide to the Portuguese alphabet and pronunciation. 40 lessons follow, each lesson including points of grammar and vocabulary. Exercises in translation, substitution, and answering questions (in Portuguese) are also included. A vocabulary list in both English and Portuguese follow, as well as a reference index.

Vocabulary areas covered: General.

General comments:

CPT page label: PORWILIA1

LARC Staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Port.
(lg)
Willis, Essential Port.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓	
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: C. Rasek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Portuguese
(lg)
Willis, Essential Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Port. (lg)
Willis, Essential Course (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: _____

Evaluator: C. Rassel Date: 11/85

Y = yes; S = somewhat; N = no

Yazigi, Cezar. Brazilian Portuguese Conversation Course. Rev. ed. New York, NY: F.D. Cortina Co., Inc., 1975.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: basic level teaching material

Publication information: First published in 1963. [PC 5067.3.Y39 1975], Library of Congress no.

Intended users: English-speakers, intended for self-study

Format: one book

Overall grammatical/pedagogical approach: none

Presentation of language: standard orthography

Physical quality of book: softbound

Editorial quality of target language: very good

Editorial quality of English: very good

Overall organization of text:
[91pp]

1. Pronunciation of Brazilian Portuguese;
2. basic grammatical forms;
3. beginners course: lessons 1-18, include useful expressions, verb work, conversational practice, and translation exercises.
4. intermediate course: lessons 19-36 include further verb work, dialogs, useful expressions and exercises. Situational vocabulary introduced.

Index.

Vocabulary areas covered: some communication and survival vocabulary in newcomer situations.

General comments:

CPT page label: PORYAZIA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Hagiga, Conversation (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓	✓	
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Clea Rosach & Others Date: _____

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Portuguese
Texts Yagigi, Conversatione

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures	✓					✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓				✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information		✓				✓
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Portuguese
(text) Yagiji, conversation

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any? ?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

_____

_____

_____

_____

_____

_____

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Buisel, H. Portuguese Reader. London and Bradford, England: Percy Lund, Humphries and Co., 1964 (Hardbound, 99 pages).

Specific language/dialect taught: Portuguese (Continental).

Type of text: Advanced level teaching material

Publication information: First edition 1944. (LC number PC 5069.B8).

Intended users: Intermediate students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book:

Editorial quality of target language: very good, published long before the 1971 spelling changes, however.

Editorial quality of English: Excellent.

Overall organization of text:
Following the Table of Contents and Abbreviations List, the first passage begins on page 1 and includes a vocabulary list as a footnote to each page of reading. Reading notes are supplied also, at the bottom of the page.
Pages 98-99 provide biographical notes.

Vocabulary areas covered: General.

General comments:

CPT page label: PORBUISA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Brasil, Reader (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: C. Rosek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Portuguese
(text) Brasil, Reader

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts			✓			✓
Presentation, explanation of advanced grammatical structures			✓			✓
Development of automaticity, fluency			✓			✓
Development of extensive range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of advanced reading skills					✓	
Development of competence in various styles in the standard dialect			✓		✓	
Development of competence in regional/ social dialects			✓			✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?			✓
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?		✓	
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Portuguese
(lg)
Brasil, Reader
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
	✓	

Comments: _____

Evaluator: C. Rassel

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Castagnaro, Vinte Contos

Castagnaro, R. Anthony (ed.). Vinte Contos Brasileiros. Washington, DC: Georgetown University Press, 1980.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: advanced level teaching materials

Publication information: [PC5071.V5], Georgetown University Call no. 1985 price: $8.95.

Intended users: English speakers, who have completed at least basic instruction in Portuguese.

Format: one book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography

Physical quality of book: good quality

Editorial quality of target language: authentic

Editorial quality of English: excellent

Overall organization of text:
[v, 218pp]
Introduction on the Brazilian short story by Wilson Martins.
A collection of 20 short stories by 15 contemporary Brazilian authors (with the exception of Joaquim Machado de Assis). Each selection includes biographical information on author in English. Pedagogical aids are limited to notes and themes for oral discussion and composition.

No end vocabulary.

Vocabulary areas covered: literary

General comments:

CPT page label: PORCASTA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Portuguese, Viste contos Brasileiros
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Nice selection of authors, but with minimal notes, no exercises and no end-vocabulary. Although intended for intermediate through advanced students, omission of above makes it less usable for the intermediate student.

Evaluator: Reviews elicited from several University Programs

Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Portuguese
(text) (adapted) Viste Contos Brasileiros

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts		✓		✓		
Presentation, explanation of advanced grammatical structures			✓			✓
Development of automaticity, fluency			✓	✓		
Development of extensive range of vocabulary		✓		✓		
Presentation of cultural and functional information		✓		✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect			✓	✓		
Development of competence in regional/ social dialects			✓			✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?			✓
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Portuguese
(lg)
Castagnoso, Viste Contos Brasileiros
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: _____

Evaluator: Several

Y = yes; S = somewhat; N = no

Hower, Alfred and Ricahrd A Preto-Rodas (eds.). Cronicas Brasileiras, A Portuguese Reader. Gainesville, FL: University of Florida, Center for Latin American Studies, 1971.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: primarily advanced level teaching materials

Publication information: [PC5071.H6]

Intended users: advanced-level students of Portuguese (although the material is usable in part by intermediate-level students as well).

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: standard orthography

Physical quality of book: good quality hardbound

Editorial quality of target language: authentic

Editorial quality of English: excellent

Overall organization of text:
[xiii, 224 pp]
Introduction in English.
35 cronicas (short compositions) from 13 modern Brazilian authors, presented in their entirety. Each one is fully annotated in English, including explanation of references to Brazilian life and customs. Exercises follow each cronica.

An essay by Paulo Ronai (Is the Cronica A Literary Genre?) is the last selection, intended for the very advanced student.

Appended are: bio-bibliographical notes: authors and texts; two poems; and Portuguese-English vocabulary.

Photographs of Brazil.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: PORHOWEA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Davis, Garcias
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	/			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	/ / /			
Are the materials usable in language teaching contexts?	* /	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	/
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Reneé and others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Portuguese
(lg)
Dowen & Porto-Lobes, Crônicas Brasileiras
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts		✓		✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency		✓		✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect	✓			✓		
Development of competence in regional/ social dialects	✓			✓		

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?			✓
Are teaching suggestions or strategies to exploit the text included?	✓		
Are the materials logically sequenced?	✓		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Portuguese
(lg)
Power, Cronicas
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments:

Evaluator: C. Daniels

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
de Andrede, Literary Reader

Preto-Rodas, Richard and Alfred Hower (eds.). Carlos Drummond de Andrade. Quarenta Historinhas e Cinco Poemas. Gainseville, FL: University of Florida Press, 1985.

Specific language/dialect taught: Portuguese

Type of text: advanced level teaching materials

Publication information: 1985 price: $13.95. not in Library of Congress.

Intended users: English speakers

Format: one book

Overall grammatical/pedagogical approach:

Presentation of language: standard orthography

Physical quality of book: good quality softbound

Editorial quality of target language: authentic

Editorial quality of English: excellent

Overall organization of text:
[xviii, 268pp]
Introduction by Paulo Ronai.
Bibliography of Carlos Drummond de Andrade.
40 short stories by Carlos Drummond de Andrade, presented in their original form, without omission or simplification. Each selection is annotated, with vocabulary and drills for grammar review, composition and oral practice.

Portuguese-English Vocabulary.

Vocabulary areas covered: literary

General comments:

CPT page label: PORPRETA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Haven, Pinto-Rodas, Drummond
(text) de Andrade

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Very usable, from intermediate level on. The addition of drills and an end-vocabulary most welcome.

Evaluator: C. Rensch & others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Portuguese
(lg) Fiets Rodas e Hawes
(text) Drummond & Andrade

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts			✓	✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency		✓		✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect		✓		✓		
Development of competence in regional/ social dialects		✓		✓		

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?	✓		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Portuguese
(lg)
Rusk-Rodas, Hauser
(text)
Drummond de Andrade

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: _____

Evaluator: C. Ranck + Others

Y = yes; S = somewhat; N = no

Rossi, Pietro Carlo. Vida Brasileira: A Portuguese Reader About Brazil. New York: H. Holt, 1949. (Hardbound, 124 pp.)

Specific language/dialect taught: Portuguese (Brazilian)

Type of text: Advanced level teaching material.

Publication information: First edition 1949, Holt and Co. (LC number: PC 5071.R6).

Intended users: "American University students who wish to learn something of Brazil."

Format: Book

Overall grammatical/pedagogical approach: none

Presentation of language: standard orthography

Physical quality of book: fair. Hardbound with sewn binding.

Editorial quality of target language: does not observe most recent (1971) orthographic changes.

Editorial quality of English: Excellent.

Overall organization of text:
The text is divided into fifteen chapters, each dealing with a different aspect of Brazilian culture. In each chapter, narratives, dialogues, and (occasionally) photographs are provided. A Portuguese-English vocabulary list is provided after page 124.

Vocabulary areas covered: General, but with emphasis on Brazilian culture (locally used idioms and phrases).

General comments:

CPT page label: PORROSSA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Bossi, Vida Brasileira
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		Latest spelling reforms not observed
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Vida Brasileira was an excellent reader, but its age renders it useless today. Emphasis was on locally used idioms & phrases which have changed a great deal since 1949. Format would be useful for materials developers, however.

Evaluator: C. Rassel Date: 11/85

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

Reference Materials

Ashe, Rosalind and Albert Avigdor.
The Brazilian Portuguese Frasograf,
English-Portuguese.New York: Frederick Ungar
Publications, 1944.

Specific language/dialect taught: Portuguese(Brazilian).

Type of text: Specialized Pedagogical Material.

Publication information: Published 1944. LC number:PC 5444.A8. 1985 price: $7.50.

Intended users: English-speaking students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book: Fair.

Editorial quality of target language: good, but published long before the 1971 spelling changes.

Editorial quality of English: Excellent.

Overall organization of text:
Beginning with page 3, each page of the text is divided in half. On the left side, a letter, word or phrase is printed in English. On the right, the corresponding equivalent in Portuguese appears. All listings are alphabetically arranged. On pages 175-200, a Portuguese-English word index is included.

Vocabulary areas covered: General.

General comments:

CPT page label: PORASHEA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Arabe, Beg. Pot. Frasograf (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: C. Parker Date: November, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Portuguese
(text) Asle, Brazilian Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			
c. state of knowledge of the language			
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category			
b. semantic category		✓	
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials			
b. pedagogical reference		✓	
c. linguistic study			
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed		✓	
b. cross-referenced			
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			
Are examples/texts			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion	✓		

Evaluator: C Rameh Date: Nov, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
aste, Brazilian Erasogy

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	✓		
b. idiomatic translations?	✓		

Comments:

Y = yes; S = somewhat; N = no

Camara, Joaquim Mattoso Jr. The Portuguese Language. Chicago: The University of Chicago Press, 1972. (Hardbound, 270 pages).

Specific language/dialect taught: Portuguese.

Type of text: Grammar and historical analysis of the development of Portuguese.

Publication information: Published in 1972. (LC number PC5043.C27). Copy at CAL. 1985 price: $18.50.

Intended users: Advanced students of Portuguese and Linguists.

Format: Book

Overall grammatical/pedagogical approach: Structural.

Presentation of language: (Roman Alphabet).

Physical quality of book: Excellent. Hardbound, with heavy bond paper.

Editorial quality of target language: N/a; the text is written in English entirely.

Editorial quality of English: Excellent.

Overall organization of text:

The text is divided into ten chapters, which describe each of the following areas: The Portuguese Language (a general introduction to its history, origins, and dialects), Phonology, Morphology of Nouns, Morphology of Pronouns, the Adverb, the Verb, Periphrastic Structures, Connectives, the Lexicon, and the Sentence (patterns and syntactic processes).

The text is followed by a list of references, an analytical bibliography, and several indicesincluding a brief Latin and Portuguese word list (not a glossary, however).

Vocabulary areas covered: Not applicable.

General comments: A study of the development of Portuguese and a discussion of its grammar rather than a teaching text.

CPT page label: PORCAMAA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg.)
Camara
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Usable as reference and only for the most advanced student.

Evaluator: C. Rosch Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese (lg)
Camara (text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category			
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script			
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials			
b. pedagogical reference			
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?			✓
Are the materials			
a. indexed	✓		
b. cross-referenced			
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			
Are examples/texts			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion			

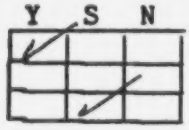
Evaluator: Reneb Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
Camara

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

Comments:

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Portuguese
Prista, Ess. Port. Gram.

daPrista, Alexander R., Essential Portuguese Grammar. New York, Dover Publications, 1966. (Paperbound, 113 pages).

Specific language/dialect taught: Portuguese.

Type of text: Grammar.

Publication information: Single printing in 1966. (LC number PC 5067.3.P7). 1985 price: $2.95. Copy at CAL.

Intended users: For students of Portuguese desiring a "refresher" in Portuguese grammar or for new students of the language.

Format: Book.

Overall grammatical/pedagogical approach: Traditional.

Presentation of language: standard orthography

Physical quality of book: Excellent; new paperback.

Editorial quality of target language: good, but published long before the latest spelling changes (1971).

Editorial quality of English: Excellent.

Overall organization of text:
Pages 1-10 include an introduction, suggestions for vocabulary building, notes on word order and notes on how to form questions. Pages 12-76 review each part of speech (nouns/articles, adjectives, adverbs, etc.). Finally, the book offers some useful expressions, and various appendices which elaborate on regular and irregular verb conjugations. Pages 99-109 provide a glossary of grammatical terms. An index is found on pages 109-113.

Vocabulary areas covered: General.

General comments:Excellent review book for either the "rusty" Portuguese student or for a speaker of another Romance language who wishes to gain at least a conversational ability in Portuguese.
Lack of drills and exercises makes it a difficult book for the beginning language student to follow.

CPT page label: PORPRISB1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(language)
Oswita, Essential Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Clea Rameh Date: Nov, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese
(lg.)
Brista, Essential Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials			
b. pedagogical reference	✓		
c. linguistic study			
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced			
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion	✓		

Evaluator: C. Rassel Date: November, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
Brisita, Essential Portuguese

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?		✓	

Comments: ✓

Y = yes; S = somewhat; N = no

D'Eca, Raul and Eric Greenfield, Portuguese Grammar. New York: Harper and Row, 1947. (Paperbound, 199 pages).

Specific language/dialect taught: Portuguese (emphasis on Carioca).

Type of text: Grammar.

Publication information: First published in 1947. Reprinted by Barnes and Noble Co., New York (no date given). (LC number PC 5067.D4).

Intended users: Basic and Intermediate students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: Traditional.

Presentation of language: (Roman Alphabet).

Physical quality of book: Fair; paperbound with glued pages.

Editorial quality of target language: good

Editorial quality of English: Excellent.

Overall organization of text:

The text is divided into 35 lessons, each dealing with one point in Portuguese grammar.

In each lesson, vocabulary is provided in a list at the beginning of the chapter. The grammar lesson is provided in the traditional manner and is followed by a series of exercises,including: translations into English, translations into Portuguese, Portuguese to Portuguese question and answer drills, and word substitutions.

The final chapter is followed by a vocabulary list. Listings are included for both Portuguese to English and English to Portuguese. An Index is also included.

Vocabulary areas covered: General.

General comments:

CPT page label: PORDECAA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
D'Eca, Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			latest spelling changes not included.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Very basic.

Evaluator: Ramek Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese
(lg)
D'Eca, Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach	✓		
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students			
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script			
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference	✓		
c. linguistic study			
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Ramer Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Dot
D'Eca, Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

Y	S	N
	✓	

Comments: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Figueiredo, Phrase Book

Figueiredo, Antonio de and Jillian Norman. Portuguese Phrase Book. Harmondsworth, England: Penguin Books, Ltd., 1971.

Specific language/dialect taught: Portuguese, dialect not specified

Type of text: Reference, phrasebook

Publication information: [PC5073.F47]

Intended Users: English-speaking travellers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: transcription and standard Portuguese

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: very good

Overall organization of text:
[198pp]
Introduction.
Sections on (1) Portuguese pronunciation and (2) essential grammar (very brief and presented in traditional terms).

The bulk of the book is words and phrases arranged topically and situationally in large categories, such as travel, shopping and accomodation; and into several sub-headings.

73-page English-Portuguese vocabulary of approximately 1700 entries with transcription.

Vocabulary areas covered: communication and survival in newcomer situations.

General comments:

CPT page label: PORFIGUA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Port. (lg)
Figueiredo (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	*	* ✓	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Could be used as a reference for students, but is intended for the travellers & not recommended by Portuguese teaching programs. No explanations are included.

Evaluator: Daniels Date: 11/85

Nitti, John J. 201 Portuguese Verbs Fully Conjugated in all Tenses.... Woodbury,NY: Barron's Educational Services, Inc., 1974.

Specific language/dialect taught: Portuguese.

Type of text: Specialized Pedagogical Material.

Publication information: Published 1974. Paperbound, 223 pages.

Intended users: Reference for students of Portuguese.

Format: Book.

Overall grammatical/pedagogical approach: None.

Presentation of language: standard orthography

Physical quality of book: good quality softbound

Editorial quality of target language: excellent

Editorial quality of English: Excellent.

Overall organization of text:

The text includes a great deal of prefatory material, beginning with a forward and followed by listings of the following: subject pronouns, list of tenses, sample conjugations of regular verbs, other useful verbs, object pronouns,verb-plus-direct-object pronouns, future indicative and conditional pronominal conjugations, formation of commands, true passive voice, progressive tense, and irregular past participles.

On pages 1-203, the 201 verbs are listed, fully conjugated in all the tenses and alphabetically arranged. From page 203 on, a Portuguese-English and English-Portuguese index follows.

Vocabulary areas covered: Verbs only.

General comments:

CPT page label: PORNITTA1

LARC staffer: SLG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Willis 201 Verbs
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: One of the most often recommended supplementary texts available, it is considered a solid resource by most teaching practitioners.

Evaluator: C Rasch Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese
(lg)
Nitti, 201 Verbs
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students	✓		
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category			
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)			✓
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion			✓

Evaluator:_____ Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
201 Verbs

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

	Y	S	N

Comments:

Y = yes; S = somewhat; N = no

Rossi, P. Carlo. Portuguese, The Language of Brazil. New York, NY: Henry Holt and Co., 1945.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: Reference, grammar

Publication information: out of print. [PC5444.R6]

Intended users: American students of Portuguese

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: excellent, observing 1943 orthographic changes, but obviously not the most recent (1971).

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[ix, 379pp, lxxxv]
35 lessons include:
1. dialogue introducing communication and survival vocabulary, followed by the same dialogue in phonetic transcription;
2. grammar presentation with numerous examples;
3. practice exercises (with phonetic transcription).

Introduction to pronunciation.
Numerous appendices, Portuguese-English and English-Portuguese vocabularies.

Vocabulary areas covered: communication and survival in newcomer situations.

General comments:

CPT page label: PORROSSB1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Rossi, Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: No longer available, but one of the best grammars ever produced for the English speaker. Could be quite useful as a reference a for material developers

Evaluator: Clea Rameh + others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese
(lg)
Rossi, Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students	✓		
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Ole Reuss + others Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
Rossi, Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

Y	S	N
✓		
		✓
✓		

Comments: Unlike so many of the grammars produced in recent years which are far too basic to serve as general references, the work contained here can serve even the advanced intermediate student.

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Ryan, Verb conjugation book

Ryan, Maria Aparecida. Conjugacao dos Verbos em Portugues. Sao Paulo, Brazil: Editora Atica, 1984.

Specific language/dialect taught: Portuguese

Type of text: reference

Publication information:

Intended users: English and Portuguese speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography

Physical quality of book: good quality softbound

Editorial quality of target language: excellent

Editorial quality of English: no English

Overall organization of text:
[176pp]
Introductory pages in Portuguese.
1. Grammatical study of Portuguese verbs.
2. 94 conjugation paradigms.
3. Alphabetical listing of 6,000 verbs with reference to the number of the appropriate conjugation model.

Vocabulary areas covered: verbs

General comments:

CPT page label: PORRYANA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Rupp, Conjugation (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Excellent reference, providing how-to for the conjugation of 6,000 verbs. All in Portuguese, the grammatical study is of limited usefulness to the most basic student.

Evaluator: C. Rasner Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese
(lg)
Russ. Conjugations
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students	✓		
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category			
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?			✓
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)			✓
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion			

Evaluator: C. Rasnek Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
Ryan, Conjugation

Are examples/texts translated into English?

	Y	S	N
a. literal translations?			
b. idiomatic translations?			

Comments:

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Sa Pereira, Grammar

Sa Pereira, Maria de Lourdes.
Brazilian Portuguese Grammar.
Boston, MA: D.C. Heath and Co.,
1948.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: Reference, grammar

Publication information: [PC5444.S32], Library of Congress and Georgetown University call nos.

Intended users: beginning students of Portuguese

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Portuguese orthography

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
The text consists of a forward, a preface, an introduction, 35 teaching lessons, a series of appendices, a vocabulary list and an index. The Introduction provides a description of pronunciation and gives examples. Each teaching lesson provides a vocabulary list, a few points of grammar, a reading passage, questions on the reading (in Portuguese), classroom drills involving substitution and/or conjugation of verbs and translations.

Vocabulary areas covered: general

General comments:

CPT page label: PORSAPEA1

LARC staffer: SLG

Center for Applied Linguistica/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Ed. Pessoa, Burg.
(text)
Grammar

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Too basic to serve as a general reference. Of very limited usefulness to intermediate - advanced students.

Evaluator: C. Ramos Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese
(language)
Sa Pereira, Prog. Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language	✓		
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference			
c. linguistic study			
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced			
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion	✓		

Evaluator: C. Rasch Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
Sa Pereira, Brazilian Grammar

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?		✓	

Comments:

Y = yes; S = somewhat; N = no

Williams, Edwin Bucher. An Introductory Portuguese Grammar. New York: Dover Publications, Inc., 1976. (Paperbound, 168 pages).

Specific language/dialect taught: Portuguese (stressing Continental).

Type of text: Grammar.

Publication information: First published in 1942. (LC number PC5067.3.D5). Copy at CAL.

Intended users: Students of Portuguese, for "self-study outside of class, for refresher and for reference."

Format: Book.

Overall grammatical/pedagogical approach: Traditional.

Presentation of language: standard orthography

Physical quality of book: Excellent. Paperbound with sewn in signatures.

Editorial quality of target language: good

Editorial quality of English: Excellent.

Overall organization of text:
The text begins with a lesson on Portuguese pronunciation and follows with 25 lessons. Each lesson covers approximately one to three points of grammar and then gives a vocabulary listing for the chapter. Exercises which follow each lesson include reading in Portuguese, answering questions in Portuguese, translation of English words into Portuguese in sentences, direct translations from Portuguese to English, and direct translations from English to Portuguese.

Vocabulary areas covered: General.

General comments:Very easy text to follow.

CPT page label: PORWILLB1

LARC staffer: ELG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Williams, Into Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Too basic for a general reference.

Evaluator: Perez Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Portuguese (lg)
Williams (text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students			
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference			
c. linguistic study			
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?			
Are the materials			
a. indexed	✓		
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Ramsey Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
Williams

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
b.		✓	

Comments:

Y = yes; S = somewhat; N = no

Wyatt, James Larkin. A Computer-Validated Portuguese-English Transformational Grammar. The Hague: Mouton, 1972.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: Reference, grammar

Publication information: out of print. [PC5061.W9]

Intended users: linguists, and materials developers

Format: book

Overall grammatical/pedagogical approach: transformational

Presentation of language: standard orthography

Physical quality of book: good quality hardbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[439pp]

1. Introduction
2. phrase structures
3. one-string grammatical transformations
4. two-string grammatical transformations
5. computer output from programmed grammar

Appendix: symbols used in this grammar.

Bibliography.
Index.

Vocabulary areas covered: non-specific

General comments:

CPT page label: PORWYATA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Wyatt, Transformational grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Intended for the linguist.

Evaluator: Clea Resch & others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Portuguese
(text) Wyatt, Transformational Grammar

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students			✓
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category			-
b. semantic category			-
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			-
b. pedagogical reference			✓
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: C. Rameh & others Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Portuguese
Wyatt, Transformational Grammar

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?			✓

Comments: _____

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Dictionaries

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Chamberlain, Informal Brazilian

Chamberlain, Bobby J. and Ronald M. Harmon.
A Dictionary of Informal Brazilian Portuguese.
Washington, DC: Georgetown University Press,
1983.

Specific language/dialect taught: Portuguese, brazilian dialects

Type of text: reference, dictionary

Publication information: Copy at CAL. 1985 price: $17.40. [PC5446.C45]

Intended users: English-speaking students of Portuguese

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard Roman orthography

Physical quality of book: excellent; hardbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xix, 701pp]
Approximately 7500 entries.
Single-word Portuguese entries are followed by the Brazilian word underlined in its various stylistic forms; numerous illustrative sentences and phrases; derivatives.

English index.

Vocabulary areas covered: colloquial, oral Brazilian forms; idioms, slang, etc.

General comments:

CPT Page Label: PORCHAMA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Chamberlain, Informal Brazilian
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

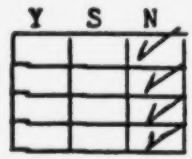
Electronic Aids	

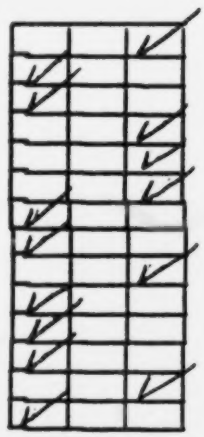
Comments: The intent of this work was to bridge the gap between the basic Portuguese vocabulary learned in the classroom and idiomatic Brazilian Portuguese. While it is limited in scope, it is a useful reference.

Evaluator: Clea Rameh and others Date: Nov, 1985

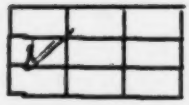
Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
Chamberlain, Informal
(text)
English

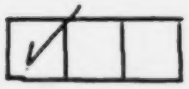
BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓



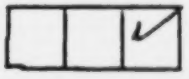
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries	✓		
k. information on style levels	✓		
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information	✓		



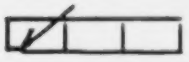
Are examples			
a. literary quotations			
b. quotations from oral sources	✓		
c. contrived for purposes of discussion			



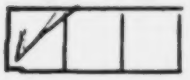
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		



Does the dictionary approach full coverage of the vocabulary of the language?			✓



Is the dictionary primarily aimed at the English speaker?	✓		



Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Ranek Date: Nov. 1985

Y = yes; S = somewhat; N = no

Collins Gem Dictionary, Portuguese-English, English-Portuguese. London and Glasgow: Collins, 1964.

Specific language/dialect taught: Portuguese

Type of text: Reference, dictionary

Publication information: latest reprint, 1984; 1985 price: $4.95

Intended users: English and Portuguese speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography

Physical quality of book: tiny pocket-sized paperback

Editorial quality of target language: excellent, but does not observe the latest spelling conventions

Editorial quality of English: excellent

Overall organization of text:
[768pp]
Ca. 25,000 entries in all.
English entries include phonetic transcription, part of speech, Portuguese equivalents.
Portuguese entries include phonetic transcription, part of speech, English equivalents.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORCOLLA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Collins Gem Dict
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: C. Rasch + others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
Collins Gem Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography		✓	
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: C. Reed Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Ferreira, Two-Way Dictionary

Ferreira, Julio Albino. Dicionario Ingles-Portugues e Portugues-Ingles. Oporto, Portugal: Editorial Dominges Barreira, 1978.

Specific language/dialect taught: Portuguese

Type of text: reference, dictionary

Publication information: Copy at CAL. [PC5333.F415]

Intended users: speakers of Portuguese

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard roman orthography

Physical quality of book: hardbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[English-Portuguese, 926pp]
[Portuguese-English, 853pp]
Approximately 37,000 entries in each section.
All introductory pages in Portuguese.
Eng-Port: phonetic transcription of English entry provided; gender indicated; part of speech; Portuguese equivalents.

Port-Eng: part of speech; English equivalents; derivatives; levels of usage.

Numerous appendices: abbreviations, proper names, weights and measures, etc.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORFERRA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Port.
(lg)
Ferreira - 2 Way Dict.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: Rosa Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
Ferreira 2-Way Dict
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division	✓		
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Renee Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Houaiss, New Appleton

Houaiss, Antonio and Catherine B. Avery. (eds.). The New Appleton Dictionary of the English and Portuguese Languages. Vol. 1: English-Portuguese; Vol. 2: Portuguese-English. Rev. ed. Princeton, NJ: Prentice-Hall, 1972.

Specific language/dialect taught: Portuguese, Brazilian emphasized.

Type of text: Reference, dictionary

Publication information: First published 1964. [PC5333.N4 1967] Was known in 1967 as The New Barsa Dictionary of the English and Portuguese Languages. Presently, out of print.

Intended users: Portuguese and English speakers

Format: two books

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography; phonetic transcription of both English and Portuguese presented.

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
All introductory pages, in both volumes, appear in both Portuguese and English.
[Vol 1: xx, 636pp]
Approximately 60,000 English entries with Portuguese equivalents (or, when equivalents do not exist, explanations or definitions of the English word are given). Phonetic representation of the pronunciation of each English entry is given. Idiomatic expressions and illustrative examples. Appended are lists of abbreviations; business, banking and financial terms; weights and measures; and the metric system.
[Vol 2:]
Over 60,000 Portuguese words and expressions with English equivalents. Phonetic transcription of the pronunciation of Protuguese words of uniquely Brazilian usage are labelled as such. Regionalisms committed. Idiomatic expressions and illustrative examples. Appended are lists of Portuguese abbreviations; foreign words used without change in Portuguese; numerals; verb tables; common business, banking and financial terms.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORHOUAA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
New Appleton Dict.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: Unquestionably the best such dictionary ever produced in the U.S.; now out of print, however.

Evaluator: Clea Rameh & others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
New Appleton Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries	✓		
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion	✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Clea Rameh + others Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Porto, Two-Way Dictionary

Ingles-Portugues e Portugues-Ingles.
Porto, Portugal: Porto Editora, 1983.

Specific language/dialect taught: Portuguese, continental

Type of text: reference, dictionary

Publication information: Copy at CAL.

Intended users: English and Portuguese speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard Roman alphabet

Physical quality of book: excellent, hardbound, sewn binding

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[753pp, 750pp]
Approx. 22,500 entries in each section.

Eng-Port: phonetic transcription of English entry; parts of speech; Portuguese equivalents.

Port-Eng: parts of speech; English equivalents; some illustrative phrases.

Portuguese-English list of common proper names.

Vocabulary areas covered:

General comments:

CPT page label: PORPORTA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
Dictionary (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ = =			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: Reed Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese (lg)
Dictionary (text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples			✓
h. use of entry in phrases, idioms	✓		
i. syllable division	✓		
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Ramek Date: 11/85

Y = yes; S = somewhat; N = no

Marques Coelho, Claudina. Langenscheidt Universal Portuguese Dictionary. Berlin: Langenscheidt KG, 1984.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: reference, dictionary

Publication information: rev. ed. 1985 price: $2.95. Copy at CAL.

Intended users: Portuguese and English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard Roman alphabet

Physical quality of book: small print; glued binding paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[399pp]
Over 30,000 entries in all.
English-Portuguese section includes phonetic transcription of the English entry; parts of speech; Portuguese equivalents; and derivatives.

Portuguese-English section includes part of speech; English equivalents; and derivatives.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORMARQA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Langenscheidt Dict
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: Rosch Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
Langenscheidt's
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples			✓
h. use of entry in phrases, idioms		✓	
i. syllable division	✓		
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Ramch Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
New Michaelis Illustrated

The New Michaelis Illustrated Dictionary. Vol. 1: English-Portuguese; Vol. 2: Portuguese-English. 37th ed. Sao Paulo, Brazil: Edicoes Melhoramentos, 1984.

Specific language/dialect taught: Portuguese

Type of text: Reference, dictionary

Publication information: 37th ed. 1985 price: $50/volume.

Intended users: Portuguese and English speakers

Format: two books

Overall grammatical/pedagogical approach: n/a

Presentation of language: in standard orthography, 1971 spelling conventions observed

Physical quality of book: two massive hardbound volumes

Editorial quality of target language: excellent

Editorial quality of English: good

Overall organization of text:
Organization is similar to all Michaelis efforts, the entry containing: the word; grammatical classification (and gender, in the Portuguese-English); English/Portuguese translation-equivalents; plurals; and phrases and locutions with translations.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORMICHC1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg)
New Michaelis (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: One has to be very careful of the edition used. The "Novo" Michaelis has been so-called for a hundred years. The latest edition, however, appears to have included all the language reforms of recent years.

Evaluator: Clea Rameh and others Date: 12/5/85 November

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
New Michaelis
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples		✓	
h. use of entry in phrases, idioms			✓
i. syllable division	✓		
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			
b. quotations from oral sources			
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		✓	
Does the dictionary approach full coverage of the vocabulary of the language?			
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Michaelis E-P, P-E

Dicionario Michaelis, Ingles-Portugues, Portugues-Ingles. Sao Paulo: Edicoes Melhoramentos, 1985.

Speçific language/dialect taught: Portuguese

Type of text: Reference, dictionary

Publication information: 1985 price: $40

Intended users: English and Portuguese speakers

Format: one book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography, new spelling conventions observed.

Physical quality of book: good quality hardbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xiv, 856pp]
Introductory pages in both English and Portuguese.
English-Portuguese: ca. 25,000 English entires, syllabified, with phonetic transcription, grammatical classification, Portuguese translation-equivalents; indication of grammatical class in Portuguese; gender of nouns; compounds; idiomatic and illustrative phrases, and locutions with complete translations.

Portuguese-English: ca. 27,000 Portuguese entries, including all that is mentioned above.

Appended in each section are irregular verbs, English and American measures and abbreviations in general use.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORMICHA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Michaelis
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: C. Ramos Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
Dicionario Michaelis
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division	✓		
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion	✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: C. Rosch Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Pequeno Dicionario Michaelis

Pequeno Dicionario Michaelis. Ingles-Portugues, Portugues-Ingles. Sao Paulo: Melhoramentos, 1980.

Specific language/dialect taught: Portuguese

Type of text: Reference, dictionary

Publication information: 1985 price: $10.

Intended users: English and Portuguese speakers

Format: one book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography

Physical quality of book: paperbound

Editorial quality of target language: excellent

Editorial quality of English: good

Overall organization of text:
[xii, 642pp]
English-Portuguese: each entry contains syllabification; pronunciation; grammatical classification; Portuguese equivalents; compounds, phrases and locutions with complete translations. The English spelling precedes the American.

Portuguese-English: each entry includes syllabification; grammtical classification and gender; English equivalents; plurals; and phrases and locutions with translations. Orthographic variants are either printed in parentheses after the word, or are cross-referenced.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORMICHB1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Pequeão Michaelis
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: C. Rosen + others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
Pequeño Michaelis
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples	✓		
h. use of entry in phrases, idioms		✓	
i. syllable division	✓		
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion	✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?		✓	
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: C. Rasch Date: 11/85

Y = yes; S = somewhat; N = no

Richardson, Elbert, Maria de Lourdes Sa Pereira, and Milton Sa Pereira. McKay's Modern Portuguese-English, English-Portuguese Dictionary. New York, NY: David McKay Co., Inc., 1943.

Specific language/dialect taught: Portuguese, mainly Brazilian

Type of text: Reference, dictionary

Publication information: 1985 price: $12.95.

Intended users: primarily English speakers, suitable for Portuguese speakers as well.

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography

Physical quality of book: good quality hardbound

Editorial quality of target language: good, but does not observe the latest spelling conventions.

Editorial quality of English: excellent

Overall organization of text:
[347pp]
Ca 11,200 Portuguese entries, including part of speech, syllabification, gender with nouns and English equivalents.
Ca 11,200 English entries with part of speech, gender of nouns, Portuguese equivalentss.

List of regular and irregular Portuguese verbs appended.
Guide to reformed spelling (1943 conventions).

Vocabulary areas covered: n/a

General comments:

CPT page label: PORRICHA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Portuguese
(text) McKay's Modern Diet.

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Not recommended, as it does not observe the latest spelling conventions.

Evaluator: C. Rasch + Others Date: 11/85

Rosa, Ubiratan, et al. Dicionario Ingles-Portuques, Portuques-Ingles. Sao Paulo: Hemus Editora Limitada, 1982.

Specific language/dialect taught: Portuguese, Brazilian

Type of text: Reference, dictionary

Publication information: [PC5333.R67 1982]

Intended users: Portuguese speakers

Format: one book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography

Physical quality of book: n/a

Editratib'kqtbthz;rp'htaxah'biexqixaR excellent

Editorial quality of English: non-native

Overall organization of text:
[865pp]
English-Portuguese: phonetic transcription of English entry; Portuguese equivalents; levels of usage; idioms and useful expressions; illustrative phrases and sentences.

Portuguese-English: part of speech; English equivalents; idioms and illustrative phrases and sentences.

Vocabulary areas covered: n/a

General comments: English is non-native; e.g., alto e bom som is translated as "plainful and clearly".

CPT page label: PORROSAA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese (lg.)
Rosa, 2-Way Dict (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓		✓	Portuguese is acceptable; English is non-native
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Not intended for the English speaker. Translations of idiomatic expressions into English are neither correct nor grammatical.

Evaluator: Clea Rees and others Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Taylor, Portuguese-English Dict.

Taylor, James L. A Portuguese-English Dictionary. Rev. ed. Stanford, CA: Stanford University Press, 1970.

Specific language/dialect taught: Portuguese, Brazilian and continental

Type of text: Reference, dictionary

Publication information: First published in 1958. 1985 price: $40

Intended users: English and Portuguese speakers

Format: one book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard orthography

Physical quality of book: good quality hardbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xx, 655pp]
ca. 72,000 Portuguese entries, include part of speech, gender of nouns, English equivalents.

Vocabulary areas covered: n/a

General comments:

CPT page label: PORTAYLA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Taylor, P-E Dict.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: Certainly one of the few Portuguese - English Dictionaries and also one of the best. Unfortunately, it is prohibitively expensive for the student.

Evaluator: Clea Rebuck and others

Date: Nov, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese
(lg)
Taylor, P-E Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography		✓	
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information		✓	·
g. examples		✓	
h. use of entry in phrases, idioms			✓
i. syllable division	✓		
j. cross-references to other entries			✓
k. information on style levels		✓	
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors		✓	
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Clea Rameh Date: Nov, 1985

Y = yes; S = somewhat; N = no

Terrell, Charles William. Dictionary of Commonest Phrases, Ingles-Portugues, Portugues-Ingles. Rio de Janeiro, Brazil: Ed. de Ouro, 1967.

Specific language/dialect taught: Portuguese, dialect not specified

Type of text: Reference, dictionary

Publication information: [PC5073.T4 1967]

Intended users: English and Portuguese speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: standard Roman spelling

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: generally good, many typos and misprints, however.

Overall organization of text:
[314pp]

Part I: Approximately 4500 English-Portuguese phrases, arranged alphabetically according to first word of the English entry.
Preface in English.

Part II: Approximately 4500 Portuguese-English phrases, arranged alphabetically according to the first word of the Portuguese entry.
Preface in Portuguese.

Vocabulary areas covered: Mainly communication and survival in newcomer situations.

General comments:

CPT page label: PORTERRA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg.)
Fessell, Convenient Phrases
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Alphabetical arrangement according to the first letter of an entry is a tremendous disadvantage in a book of this kind. The student has to second-guess the author to find a particular phrase. Topical arrangement would have improved it.

Evaluator: Resech Date: 11/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Portuguese
(text) Tuttle, Dictionary of Common Idiomatic Phrases

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach		✓	
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?		✓	-0

Evaluator: Ramel Date: 11/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

PORTUGUESE
Vallandro, English-Port Dictionary

Vallandro, Lino. Dicionario Ingles-Portugues. Porto Alegre, Brazil: Editoro Globo, 1983.

Specific language/dialect taught: Portuguese

Type of text: reference, dictionary

Publication information: 2nd ed. Copy at CAL. 1985 price: $5.95.

Intended users: primarily for Portuguese speakers studying English

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard roman alphabet

Physical quality of book: paperbound, glued binding, low quality paper.

Editorial quality of target language: excellent

Editorial quality of English: good

Overall organization of text:
[290pp]
Approximately 17,000 English entries with Portuguese equivalents; phonetic pronunciation symbols of English entry; part of speech; derivatives; illustrative sentences and phrases.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: PORVALLA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Portuguese
(lg)
Vallandro, Eng-Portuguese
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓			
Are the materials usable in language teaching contexts?	* ✓	* —		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: Mainly intended for the Portuguese speaker.

Evaluator: C Daneš Date: Nov. 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Portuguese (lg)
Vallandro, Eng-Portuguese (text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies	✓		
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information		✓	
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division	✓		
j. cross-references to other entries	✓		
k. information on style levels			✓
l. information on regional, dialectal variation		✓	
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations	✓		
b. quotations from oral sources			
c. contrived for purposes of discussion			
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: C Perez Date: Nov 1985

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials